

**FISCAL NOTE**  
**Requested by Legislative Council**  
**04/14/2015**

Amendment to: SB 2151

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

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$3,000,000	\$0	\$0	\$0

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

	2013-2015 Biennium	2015-2017 Biennium	2017-2019 Biennium
Counties	\$0	\$0	\$0
Cities	\$0	\$0	\$0
School Districts	\$0	\$0	\$0
Townships	\$0	\$0	\$0

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

Bill will create 3 new sections to chapter 15.1-37 of the NDCC, relating to early childhood education provider grants; amend and reenact section 15.1-37-01 of the NDCC, relating to early childhood education program approval; to provide an appropriation; and to provide an effective date.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

- \$3,000,000 appropriation.
- Grant awards through the North Dakota Department of Commerce in the amount of \$2,000 or \$1,000 depending on if the child is eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act.
- No provision for FTE administration.
- ND Department of Public Instruction will absorb the work.
- SB 2151 may have an impact on districts and cities, as the appropriation only covers a portion of the cost for an early childhood program. The actual fiscal impact is unknown.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

N/A

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

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\$3,000,000 for early childhood education provider grants.

**Name:** Laurie Matzke/Tara Bitz

**Agency:** Dept of Public Instruction

**Telephone:** 328-2284/328-4646

**Date Prepared:** 04/15/2015



**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/29/2015**

Amendment to: SB 2151

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

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
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Revenues	\$0	\$0	\$0	\$0	\$0	\$0
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Appropriations	\$0	\$0	\$6,000,000	\$0	\$0	\$0

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\$6,000,000 for early childhood education provider grants.

**Name:** Laurie Matzke/Tara Bitz

**Agency:** Dept of Public Instruction

**Telephone:** 328-2284/328-4646

**Date Prepared:** 01/30/2015

**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/29/2015**

Amendment to: SB 2151

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**Date Prepared:** 01/30/2015



**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/08/2015**

ised

Resolution No.: SB 2151

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**Date Prepared:** 01/15/2015

**FISCAL NOTE**  
**Requested by Legislative Council**  
**01/08/2015**

Bill/Resolution No.: SB 2151

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**Name:** Laurie Matzke/Tara Bitz

**Agency:** Dept of Public Instruction

**Telephone:** 328-2284/328-4646

**Date Prepared:** 01/12/2015



2015 SENATE EDUCATION

SB 2151

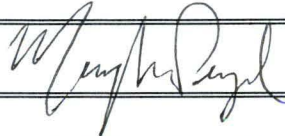
# 2015 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Missouri River Room, State Capitol

SB 2151  
1/13/2015  
Job# 21870 (1:10:39)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

(Initial Hearing)

Relating to early childhood education provider grants and early childhood education program approval; to provide an appropriation; and to provide an effective date.

## Minutes:

Attachment #1-15

**Chairman Flakoll** called the committee to order on January 13<sup>th</sup> at 9am with all committee members present.

**Chairman Flakoll**, District 44 senator and primary sponsor of bill (see attachment #1 & #1b)

(9:50) **Joan Heckaman**, District 23 Senator (see attachment #2 & #2b)

**Senator Heckaman**: looking at this amendment, I asked Legislative Counsel if it was written appropriately because it goes into the other weighting factors in the other education bill. I was assured it was, so I leave this to your consideration whether you would like to amend or merge this bill or include the Pre-K program in the general education funding bill.

(13) **Nicole Poolman**, District 7 Senator (see attachment #3)

**Senator Poolman**: This local approach is so beneficial. It honors the differentiating families and communities while not forcing this program on them. Families benefit whether they choose private or public early education for their children. I ask for the support of this bill and the investment in our youth.

(16) **Kirsten Baesler**, State Superintendent of the Department of Public Instruction (see attachment #4)

**Senator Davison**: What is your initial reaction to Senator Heckaman's amendment with the 0.2 multiplying factor on the foundation aid formula? Would it be more effective and efficient?

**Baesler**: the reason for the delay of payment in the second year of the biennium is to ensure a fair level of play for \$6 million pool of available money. We needed to allow time for all communities because it was a grant system delivered through the Department of Commerce based on a first come first serve basis. That is the rationale behind the one year



delay. I embrace Senator Heckaman's idea. Those programs that are already in existence would be able to serve more of their students if that money is available to them.

(24:44) **Mike Nathe**, District 30 Representative (*no attachment*)

**Nathe**: I am in strong support of the private public partnership in this bill. A community gets together to make the decisions in regards to the need. If the community sees the need for it, they can get together with the private sector and figure out the best way to do it to best benefit their individual community. The study shows that we need to acknowledge and address this issue.

(26:05) **Pam Sharp**, director of the Office of Management and Budget (*no attachment*)

**Sharp**: I want to reiterate that the governor is in support of this bill. In the governor's budget, we provided a \$6 million appropriation in the Department of Commerce, who have an efficient process of providing grants and have a good relationship with early childhood providers. This will provide for a smooth process.

**Chairman Flakoll**: When is the hearing on Commerce?

**Sharp**: This morning in House Appropriations.

(28) **Jennifer Barry**, the Early Childhood Services Administrator with the Department of Human Services (*see attachment #5*)

(30) **Andy Peterson**, President and CEO of the Greater North Dakota Chamber (*see attachment #6*)

**Peterson**: I travel throughout North Dakota often, meet regularly with peers and Chamber members and usually visit at least 200 businesses annually. They have one overriding request of the Chamber- find me work force. It is the next challenge. The statistics of high school graduates in comparison to future is reflective on the value of education. The Chamber is interested in education for these very reasons. We're pragmatic in that we need the work force and it is predicted that 80% of jobs will require post-high school education in the near future. If we take out the service industry, virtually every job in America will require some advanced training.

That is where early education comes in for us. It is a good start for a child's educational career. Not every child needs it but many do, and for them it's a hand up and not a hand out. North Dakota is number one in many things, but one thing we are not number one in, is developing talent. I'm ashamed to say states that are not business friendly like California and New York are ahead of us in the talent pool. One of the reasons for that is early education.

**Chairman Flakoll**: Is this an issue that will put us on the right side of history?

**Andy**: The short answer is yes.

(36:20) **Dr. Aimee Copas**, Executive Director for the ND council of Education Leaders and Governor Appointed Commission for North Dakota to the Education Commission of the States(*see attachment #7*)

**Senator Oban**: Are there any other states with a similar program structure?

**Copas**: There are, the challenges we are experiencing in ND are nothing new.

**Chairman Flakoll**: In terms of access issue with multiple providers within a community, there may be a spatial limitation. We will discuss that later.



**Senator Schaible:** Could you expand on point 3 stating "That there be legislative intent that this process is not an in-road to school vouchers."

**Copas:** Our superintendents groups are serious advocates of opposition to school vouchers. They believe that public dollars remain in public buildings and that that be the case with K-12 education. We understand that this is not a possibility in North Dakota that Pre-K could only be a public school program, not at this point in time. We very much value our private/public partnership. Our Legislative focus group is also in support of these statements. It makes sense with early childhood.

**Chairman Flakoll:** Because of spatial problems, could Watford city provide this without getting others involved?

**Copas:** No, neither could others. Our big schools with space concerns, with regard to school loan construction issues, are bursting at the seams. We have schools being built that are full before opened. We know that the reality is there is no room. However this is a healthy thing and also a really great set up to begin to address other community issues. We need to take these conversations regarding school and community and begin to make community based resolutions. This is simply one inroad for future opportunities to do things like this.

(43) **Nick Archuleta**, President of North Dakota United (*no attachment*)

**Archuleta:** On behalf of the members I represent along with our predecessor organization, we have long supported and encouraged state funding for early childhood education. This can be a great equalizer to prepare students. Multiple studies regarding early education prove that it is benefits individuals throughout the spectrum of their academic career and beyond. Early education can help with the cycles of poverty within our state. I would like to reiterate Dr. Copas in that this is collaboration between public and private sectors with the encouragement of the legislature to provide for these children a very vital and necessary service. I encourage a do pass recommendation on this bill.

(45:10) **Allison Driessen**, President of the North Dakota Head Start Association (*see attachment #8*)

(51:30) **Linda Reinicke**, Program Director for Child Care Aware, a program of Lutheran Social Services in western ND (*see attachment #9*)

(59:15) **Jill Louters**, Superintendent of the New Rockford-Sheyenne School District (*attachment # 10*)

Louters: Last year we had 36 students and this year we have 27.

(1:02:20) **Tasha Skogen**, Pre-K teacher in New Rockford-Sheyenne (*attachment #11*)

**Senator Davison:** Do you split the children up in two half days with two groups?

**Skogen:** We have 4 days a week, Monday through Thursday with two half sessions. The children who attend Head Start in the community participate in that in morning and are able to attend my afternoon session.

(1:05:00) **Linda Sakrismo**, Area Preschool Advocates (*see attachment #12*)

(1:05:45) **Deb Gebeke**, Assistant Director of the NDSU extension service (*no attachment*)

**Gebeke:** I have worked with the Gearing up for Kindergarten program for the past few years. As an organization that prides itself on research-based information, we certainly support early education and the monumental effort that's happening right now in our legislature. This community-based implementation would be so positive. Some people may wonder if this program would be a mere replication of Gearing up for Kindergarten, but I am here to say that that program was created 10 years ago with one idea in Eastern rural North Dakota. At that time, federal grants were available to increase parental involvement. Most schools are subject to Title 1 funds along with others regarding parental involvement, but we want to move beyond knowledge and get to the behavioral change level. It is one thing to provide parents with information, but it is another thing to actively work with them and encourage behavior change that truly gets the more involved. That's where we wanted to be. Over the past 10 years with 8 years of research in North Dakota and 2 control studies, the bottom line is we have positive impacts. It's not meant for competition but collaboration with any community efforts. We've worked with child care providers and Head Start programs who are using this program of 10-16 hours. This is a program with curriculum that can be incorporated at any level in any area. We support this bill and are interested in collaboration.

**Chairman Flakoll:** Do you think these two can be combined?

**Gebeke:** They definitely go hand in hand.

No other speaking testimony; **Chairman Flakoll** closes the hearing on SB 2151.

-Testimony in support of bill received after hearing (*see attachment #13 & #14*)

-Testimony in opposition to bill received after hearing (*see attachment #15*)



# 2015 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Missouri River Room, State Capitol

SB 2151  
1/13/2015  
Job # 21896 (14:31)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

Committee work with Senator **Robert Erbele**, District 28

## Minutes:

No attachments

**Senator Erbele:** We will be seeing this bill in appropriations simply because of the funding, so I will offer some topics for discussion. We have multiple agencies addressing Pre-K, so it is confusing where we the legislature should stand. The bill proposes \$400 for each child over a 32-week period which comes to 12.5 hours a week.

We have just as much teaching deficiencies as we do parental. I support "Gearing up for Kindergarten" because of the parental component. We should require that the children's guardians would have some of the training that Gearing up for Kindergarten is currently using. At the end of the program, there can also be another time for the parents to see their child's progress and to become knowledgeable on what to do after the Pre-K program. It is unfortunate that in this day and age, a dysfunctional family is more the norm. I would encourage you to do something to help strengthen families. I don't want it to be another government program.

Another component I would like to discuss is to allocate some money for longitudinal research. Let's see what this implementation can do. We'll do a test group with the program and see where they are 4 or 5 years down the road. Mrs. Gebeke (advocate for Gearing up for Kindergarten) said it would be possible for that. I can come up with some amendments or you can wait to see what we do with it in appropriations.

**Chairman Flakoll:** If we put those 2 amendments on, you will support the bill?

**Senator Erbele:** Yes, but I want a parental component.

**Senator Oban:** It sounds like you want something similar to a parent teacher conference for these children with the parental involvement both in the beginning and the end.

**Senator Erbele:** I want more than that. The students have their own experience much like school, but the parents also have a time where they are instructed as well. It's more than a conference.

**Chairman Flakoll:** We have parents who don't go to teacher conferences. What happens when the parents refuse to go to these meetings? It is arguable that we have more bad parents than we do bad children.

**Senator Erbele:** I realize that as much as the socioeconomic status of people too. Some of the parents who have multiple jobs won't have much time to spend on a half or full day session. Do we leave it soft enough to let these meetings be an option? Do we let any kind of caregiver attend in place of the parent? I would like to see someone there for every child as a caring representative.

**Vice Chairman Rust:** I'm envisioning the progression of early education in relation to kindergarten. As this program grows and progresses, do you see Gearing up for Kindergarten being replaced with Pre-K programs and with that the dollars tied to it?

**Senator Erbele:** that is something we deal with in Appropriations. In fact a quote I that was said from the former Chairman in regards to the Kindergarten program was "If you aren't going to mandate it then you shouldn't fund it".

**Chairman Flakoll:** When Deb Gebeke gave her testimony, she expressed collaboration with Gearing up for Kindergarten and this Pre-K program. We also need to reconcile with the governor's funds as he put in \$6 million in the Commerce budget for early education

**Senator Erbele:** I am passionate about this bill and educating our kids, but again I just want to do something that can help strengthen families. I will work on amendments for your viewing.

**Chairman Flakoll** closes the discussion on SB 2151.



# 2015 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Missouri River Room, State Capitol

SB 2151  
1/21/2015  
Job # 22333 (53:00)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

### COMMITTEE WORK

#### Minutes:

4 attachments

**Chairman Flakoll:** The 1005 amendments before you are what we talked about during testimony I which the school board shall be involved with the coalition and provide advice and guidance in matters of this act. If they put together a proposal, they have to provide it to the local school district for review. (See attachment #1)

**Senator Schaible** motions for the adoption of amendment 15.0432.01005.  
**Senator Davison** seconds the motion.

**A vote was taken: Yes: 6, No: 0, Absent: 0**  
Motion carries 6:0

**Chairman Flakoll** hands out amendment 15.0432.01004 (see attachment #2)

**Senator Oban** moves the adoption of amendment.  
**Senator Schaible** seconds the motion.

**Senator Davison:** Is it first come first serve? How is someone going to police how this is happening?

**Kirsten Baesler**, State Superintendent, is called to the podium.

**Kirsten Baesler:** This "part c" is under the responsibility of the local early childhood education board coalition. They would confirm that the provider would do that. They would then forward that to DHS. The code that is included in this bill requires that it would be an approved program through the Department of Public Instruction. Since it is referenced in this bill, it launches it into our approval program. If you are offering a grade level, you can not offer it to some and not to others as dictated under our approval code.



**A vote was taken: Yes: 5, No: 0, Absent: 1**  
**Motion passes with Senator Schaible excused for a separate hearing.**

**Chairman Flakoll:** This 1003 amendment was made at the request of Senator Erbele. It adds in the parental involvement. *(see attachment #3)*

**Vice Chairman Rust:** Does it require or encourage the parent? I don't want to require parents because it could be at the cost of the child.

**Baesler:** Gearing up for kindergarten has had huge success because of the parental involvement and also because it comes from research with NDSU. Understanding how effective that parental component is, we didn't want to lose that. You are correct that there is no requirement for exactly the reasons you state.

**Chairman Flakoll:** It's required to be provided but not required to take.

*(16:25)* **Vice Chairman Rust** moves the adoption of amendment 01003.

**Senator Oban** seconds the motion.

**A vote was taken: Yes: 5, No: 0, Absent: 1**  
**Motion passes with Senator Schaible excused for a separate hearing.**

**Chairman Flakoll:** During testimony and with conversations with your base group, do the amendments seem to cover what you promised would get adopted into this bill? Have we missed anything?

**Baesler:** The amendments address the concerns we've heard in testimony and from educational stakeholders across the state and others involved with early education. I believe there are tentative reserve that daycare providers hold that will meet their needs of some relief to provide open slots and resources to hire teachers. We haven't addressed the requirement that they be highly qualified teachers. My department is working with ESPB to make aware the many alternative licenser routes that exist. That's problematic but I don't think that needs to be addressed in this bill. The ESPB has declared all shortage areas and therefore any area of teaching can be approved by licensers.

**Senator Davison:** There were 611 elementary education graduates this past year, the largest area of graduates that we have in the state. I'll have to relook at that though.

**Baesler:** For the second year in a row, we have licensed more out of state trained teachers than we have in state. It is a trend we hope to reverse.

**Senator Davison:** Say someone opens a Pre-K in their house and advertise openings. If 35 apply for the house, they have to accept all 35?

**Baesler:** Yes, if they receive the state dollars. There are no caps for our grade sizes. I understand the angst. Most school districts do not do that. They hire another teacher. We can work on this a little bit more.

**Vice Chairman Rust:** You can't do it any other way. If you are in the business of educating children, you don't have the option to say no. if you say yes to one, you say yes to all. I understand there are limits to size, but exclusion and discrimination is far worse.

**Senator Oban:** Do we have a ratio required?

**Baesler:** yes.

**Chairman Flakoll:** If they don't meet the ratio, how are the students served?

**Vice Chairman Rust:** Then you don't have a public program. You're going to do it for all or none. K12 is free and accessible for all.



**Chairman Flakoll:** but it is state dollars and education.

**Baesler:** We don't know how many students are in each classroom. With the information that we are able to gather, we may need to make some amendments for improvements and look at the problem as it has been presented. We would see the problems if any in September through our reporting systems.

**Chairman Flakoll:** What if a parent wants their child to go at a specific time in the day?

**Baesler:** I agree with parental choice

**Senator Oban:** My fear is that the communities that need it the most won't have someone to step up to do it. Can Department of Public Instruction come in and help facilitate this?

**Baesler:** Yes we would have the technical assistance to provide those parents. When parents want something, they stand up. I have found that if parents want something in the community, even the busiest of parents contact our office. We have committed staff to assist this.

**Chairman Flakoll:** The local school calls the first meeting, but after that they are not required to participate?

**Baesler:** Correct. However with the amendment that you just passed, it does force the school boards to become involved.

**Chairman Flakoll:** If you have a community of 1,500, and there are only 15 parents interested in the program, they become the core leadership group?

**Baesler:** Exactly.

**Vice Chairman Rust:** What is Senator Heckaman's amendment? *(see attachment #4)*

*(40)* **Chairman Flakoll:** It provides payment for the first year and changes from set dollars to a weighting factor.

**Baesler:** This would need a fiscal note. One thing that was called to my attention is the fact that the numbers that she is using is for special education Pre-K's which are funded through special education units and federal dollars.

**Chairman Flakoll:** Section H would have the weighting factor of 0.2.

**Baesler:** Jerry Coleman estimates that the cost for a school district would be about \$84,000 for teacher and benefits and material supplies for one year. When we came up with the 6 million dollars, we based that off of a classroom of 15 students. The state would be providing about half the cost of a full Pre-K program.

*(46:25)* **Chairman Flakoll:** I'm looking at the early childhood education program approval. Does that allow public and private?

**Baesler:** Yes, any person, private or public

**Senator Marcellais** makes motion to adopt amendment 1001

**Senator Oban** seconds the motion.

**Senator Davison:** I don't know what I am voting on.

**Vice Chairman Rust:** Is there a fiscal note? I need more information on this before I vote

**Senator Marcellais:** It's for special education portion for early childhood.

**Chairman Flakoll:** It would no longer require a fiscal note because it would become a new number. An amendment wouldn't have a fiscal note attached unless we were to adopt. Senator Marcellais do you know why they picked the weighting factor

**Senator Marcellais:** I cannot answer that.

**Senator Oban:** can we have senator Heckaman come in and walk us through it?

**Chairman Flakoll:** we can't if we're in the middle of an action.

**Senator Davison:** I would encourage that perhaps the motion would be pulled and she could come in to have discussion on this amendment.

**Senator Marcellais** withdraws the motion.

**Senator Oban** withdraws the second.

**Chairman Flakoll** ends the discussion on SB 2151.

# 2015 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Missouri River Room, State Capitol

SB 2151  
1/27/2015  
Job # 22599 (4:20)

- Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

### COMMITTEE WORK

#### Minutes:

1 attachment

**Chairman Flakoll** called the committee to order at 11:00am for committee work

**Chairman Flakoll:** I am trying to protect schools and providers and the like with these amendments. *(See attachment #1 of the "1006" amendments)*

**Vice Chairman Rust:** It still keeps it universal, and I think that is what we wanted. It does a good job of handling cases where providers do not have enough capacity.

**Vice Chairman Rust** moves to adopt amendment 15.0432.01006 as proposed to SB 2151.  
**Senator Schaible** seconds the motion.

**A vote was taken: Yes: 6, No: 0, Absent: 0**  
**The motion carries.**

**Chairman Flakoll** ends discussion on SB 2151.




# 2015 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Missouri River Room, State Capitol

SB 2151  
1/28/2015  
Job # 22703 (2:46)

- Subcommittee  
 Conference Committee

Committee Clerk Signature 

**Explanation or reason for introduction of bill/resolution:**

COMMITTEE ACTION

**Minutes:**

No attachments

**Chairman Flakoll** called the committee to order at 10:45am for committee work with Senator Marcellais excused for separate hearings.

**Chairman Flakoll:** Senator Oban, did you want to run the 1001 amendments?

**Senator Oban:** I do not; I was hoping Senator Heckaman could come in.

**Chairman Flakoll:** I don't believe she will. Are there any other amendments on this one, or are we ready to go? She will see this in appropriations if it is passed.

**Senator Schaible** motions a do pass as amended and rereferred to appropriations.

**Vice Chairman Rust** seconds the motion.

**A vote was taken: Yes: 5, No: 0, Absent: 0**

**Senator Marcellais** voiced his vote for "Yes" later in the day

The motion passes 6:0

**Chairman Flakoll** will carry the bill.

15.0432.01005  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll

January 20, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 12, after the underscored period insert "The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this Act.

3."

Renumber accordingly

15.0432.01004  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll  
January 21, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 16, remove "and"

Page 2, line 18, after "15.1-37-01" insert: "; and

- c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program"

Renumber accordingly

15.0432.01003  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll  
January 19, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 17, after "program" insert: "that:

(1) Is "

Page 2, line 18, after "15.1-37-01" insert: "; and

(2) Incorporates within its curriculum at least ten hours of research-based parental involvement"

Renumber accordingly



January 26, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 1, line 1, replace "three" with "four"

Page 3, after line 13, insert:

"SECTION 4. A new section to chapter 15.1-37 of the North Dakota Century Code is created and enacted as follows:

**Acceptance of children into program - Requirements - Limitations.**

1. If a provider is unable to accommodate all children seeking placement in the provider's program, the provider shall accept children in accordance with a chronologically-based application process or a lottery-based application process, under which children of all learning abilities are equally eligible.
2. The number of children accepted into a program may be limited by considerations regarding space, safety, and availability of personnel."

Page 4, line 1, replace "and 4" with "through 5"

Renumber accordingly

*adopted  
1-27-15*

January 28, 2015

TD  
1/28/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 1, line 1, replace "three" with "four"

Page 2, line 12, after "2." insert "The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this Act."

3."

Page 2, line 16, replace "; and" with an underscored period

Page 2, line 17, after "program" insert "that:"

(1) Is"

Page 2, line 18, after "15.1-37-01" insert "; and"

(2) Incorporates within its curriculum at least ten hours of research-based parental involvement.

c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program"

Page 3, after line 13, insert:

"**SECTION 4.** A new section to chapter 15.1-37 of the North Dakota Century Code is created and enacted as follows:

**Acceptance of children into program - Requirements - Limitations.**

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2. The number of children accepted into a program may be limited by considerations regarding space, safety, and availability of personnel."

Page 4, line 1, replace "and 4" with "through 5"

Renumber accordingly

2015 SENATE EDUCATION COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2151

Senate Education Committee

Subcommittee

Amendment LC# or Description: 15.0432.01005

- Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar
- Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Senator Schaible Seconded By Senator Davison

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:  
**Amendment to add the language, "The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this Act" and renumber accordingly.**

**2015 SENATE EDUCATION COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2151**

Senate Education Committee

Subcommittee

Amendment LC# or Description: 15.0432.01004

Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar  
Other Actions:     Reconsider     \_\_\_\_\_

Motion Made By Senator Oban    Seconded By Senator Schaible

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	AB				

Total (Yes) 5    No 0

Absent 1

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:  
**To admit children of all learning abilities into the program**

**2015 SENATE EDUCATION COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2151**

Senate Education Committee

Subcommittee

Amendment LC# or Description: 15.0432.01003

Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar  
Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Vice Chairman Rust Seconded By Senator Oban

Senators	Yes	No	Senators	Yes	No
Chairman Flakoll	X		Senator Marcellais	X	
Vice Chairman Rust	X		Senator Oban	X	
Senator Davison	X				
Senator Schaible	AB				

Total (Yes) 5 No 0

Absent 1

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent:  
**Parental Involvement within the program**







**REPORT OF STANDING COMMITTEE**

**SB 2151: Education Committee (Sen. Flakoll, Chairman) recommends AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2151 was placed on the Sixth order on the calendar. *AND REFERED TO APPROPRIATIONS*

Page 1, line 1, replace "three" with "four"

Page 2, line 12, after "2." insert "The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this Act.

3."

Page 2, line 16, replace "; and" with an underscored period

Page 2, line 17, after "program" insert "that:

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Page 2, line 18, after "15.1-37-01" insert "; and

(2) Incorporates within its curriculum at least ten hours of research-based parental involvement.

c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program"

Page 3, after line 13, insert:

"**SECTION 4.** A new section to chapter 15.1-37 of the North Dakota Century Code is created and enacted as follows:

**Acceptance of children into program - Requirements - Limitations.**

1. If a provider is unable to accommodate all children seeking placement in the provider's program, the provider shall accept children in accordance with a chronologically-based application process or a lottery-based application process, under which children of all learning abilities are equally eligible.
2. The number of children accepted into a program may be limited by considerations regarding space, safety, and availability of personnel."

Page 4, line 1, replace "and 4" with "through 5"

Renumber accordingly



2015 SENATE APPROPRIATIONS

SB 2151

# 2015 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2151  
2/11/2015  
Job # 23653

- Subcommittee  
 Conference Committee

Committee Clerk Signature

*Alice Grove*

## Explanation or reason for introduction of bill/resolution:

Relating to early childhood education program approval.

## Minutes:

Senator Tim Flakoll - Attachment 1  
Senator Nicole Poolman - Attachment 2  
Pre-K Pays Off by Lowering Special Ed - Attachment 3  
Kirsten Baesler - Attachment 4  
Aimee Copas - Attachment 5  
Tom Freier, ND Family Alliance - Attachment 6

Legislative Council - Sheila Sandness  
OMB - Sheila Peterson

**Chairman Holmberg** called the committee to order on SB 2151.

**Senator Tim Flakoll, State Senator, District 44, Bill Sponsor:**  
Attachment 1

**Senator Mathern** -- What about those kids in communities where there is no coalition? Literally, what would happen to those kids of great need where they don't have community leaders to develop a coalition?

**Senator Flakoll** -- They have parents and the school district must provide those means. I cannot envision a scenario where they would not have that available to them.

**Nicole Poolman, State Senator, District 7, Bill Sponsor:**

Testified in favor of SB 2151.

Testimony - Attachment 2.

Pre-K Pays Off By Lowering Sepcial Ed - Attachment 3.

**Senator Wanzek** -- Would these funds be allowed to be sent to a provider that would provide a faith based pre-school background?

**Nicole Poolman** -- Absolutely.

**Senator Bowman** -- In my district there are a lot of rural schools, are 4 year olds going to be able to adapt to this in a rural school setting? It's going to be a real strain on the families to get that child ready to go to a learning environment.

**Nicole Poolman** -- No, we didn't discuss it being any different, but I would say it would be the same as it would be the next year for kindergarten. They would have the same struggles of getting ready and going off to school.

**Senator Carlisle** -- Relative to Senator Wanzek's question, faith based will get funding?

**Nicole Poolman** -- Yes.

**Senator Wanzek** -- I'm thinking of a program in our community that's operated by the Victory Lutheran Church, for instance, and if their program falls under the qualifications, they could be recipients of these grants.

**Nicole Poolman** -- Yes, if they have a qualified teacher at the classroom, and that will have to be proven. It doesn't matter if it's faith-based, public or private. Many communities do not have, logistically, the opportunity or availability of space to create a public program. We want to honor the fact that there are a lot of great private providers out there already meeting needs in certain communities and we want to be able to increase access. My particular interest is in children of low income. (meter 11:25-11:43)

**Senator Erbele** -- Is there flexibility in how the individual schools can run their programs because 400 hours for 32 weeks, that's roughly 12 hours/week. Can they do two 6 hour days? Can they do four 3 hour days?

**Nicole Poolman** -- Absolutely. We don't want to tell them how to run programs. We just want to make sure that it is a high quality program with enough hours to be making a difference. (Meter 12:16-12:33)

**Senator Kilzer** -- Are you going to talk about the money?

**Chairman Poolman** -- The \$6 million? Which is what we are here for.

**Nicole Poolman** -- In terms of how we came to that number? The number is based on the fact that we believe that there will be about 6,000 children to access this program at \$1000 per child. And that is only funding it in the 2<sup>nd</sup> half of biennium.

**Senator Kilzer** -- At \$1,000 per child is there going to have to be cost shifting within a school system to do this? You have to have a lot of \$1,000 customers in order to justify hiring one additional teacher.

**Nicole Poolman** -- If you have 20 kids in your community who are of age, a \$20,000 infusion, in order to create a program, would allow you to hire a preschool teacher.

**Senator Kilzer** -- I think most starting salaries for qualified teachers are more than that.



**Nicole Poolman** -- I have been told that programs in Beulah and Wishek, are running in the neck of the woods \$20,000 and \$26,000/year. The smaller communities who are able to do it at that level now.

**Chairman Holmberg** -- I can tell you that in South St. Paul, they have a preschool program but the parents pay for it. In the current school it would be 5 days a week so they are switching to a catholic school where he can go 4 days a week.

**Nicole Poolman** -- I would say that that is the benefit of this bill because if he moves to the catholic school, under this bill, that money goes to the catholic school instead.

**Senator Heckaman** -- I have a comment that may help Sentor Kilzer a little bit, these programs probably aren't paying someone 8 hours a day, 5 days a week. There isn't the salary of a full time instructor involved here.

**Senator Wanzek** -- I'm assuming this isn't the sole funding. It's going to supplement. There may be local funds, or contributions, right?

**Nicole Poolman** -- Yes, For instance, I spoke to a woman who said this is actually exactly how much I charge for preschool right now. Suddenly I am able to tell parents that they don't have a preschool bill anymore. That is one way to do it. Or raise money, pass those savings on to parents, enhance programs. It's going to be open to the school to do what they want with the money but they will have to notify parents that it has been awarded. Every parent in their program will need to get a letter that says the state has given us \$1000 for every student and \$1,500 for every low income student attending our early childhood education program. (17:06-17:30).

**Kirsten Baesler, State Superintendent, Department of Public Instruction:**

Testified in favor of SB 2151.  
Testimony - Attachment 4.

**Kirsten Baesler** -- The \$6M was put together because there is an estimate of about 10,000 to 12,000 4 year olds. We determined that about 6,000 of those 4 year olds would probably take advantage of this opportunity. Based on a class size of 15 or more, the \$1,000/per child covers about half the cost of the program. Since it was a community based solution we felt there should be some local skin in the game, it was about 50% of the cost. The programs that are charging tuition eliminate the lower income family. This bill would help to eliminate tuition, or at least reduce it.

**Senator Kilzer** -- I'm very concerned about towns and schools which will have less than 15 4 year olds. That has to be quite frequent. At the rate of pay, there's going to have to be a lot of cost shifting here.

**Kirsten Baesler** -- 2151 was really oriented toward those rural isolated districts. Most of what you see written in this is to meet the needs of our rural school districts. That is where the need is seen most clearly, in the 21 out of 53 counties that don't have a single offering. (meter 25:53-26:11)



**Senator Kilzer** -- A lot of these smaller schools all through grade school and high school don't have a choice of a lot of subjects. And, here you are putting another mandate on that situation. If they are going to offer this, then they will probably not offer something else along the way.

**Kirsten Baesler** -- I certainly hope that it's very, very clear that this is not a mandate to any community or any school district or any parent. I stand with Senator Flakoll and say I would fight back, venomously, as a state superintendent.

**Senator Erbele** -- Programs currently out there, are there some that are doing other than doing 32 weeks? Why do we have to do 400 hours? That may not fit all situations either.

**Kirsten Baesler** -- That was based on the senate recommendation that they have the 400 hours, so it is consistent. I believe that it is based on their research from the senate ed committee. That was not a recommendation of the committee to have that length of time. (meter 27:58-28:43)

**Senator Wanzek** -- I like the approach with this bill; however, this is a sincere question: how far does the taxpayers responsibility go? First we didn't fund Kindergarten, now we do. Now we are talking about state funding and taxpayer funding for 3 and 4 year olds. One could argue that there are some children we should get to at 1 and 2 or even earlier. How far do we have to go to make the taxpayer responsible rather than the parent?

**Kirsten Baesler** -- I appreciate that question, and it is the root of why I support this. We have information from some of our pre-K's. The evidence is there on a nation-wide level that we save dollars on what we need to do in remediation. Students in 3<sup>rd</sup> grade, those that were in a pre-K program, that don't need special ed or remediation, they are a return on investment. We are going to spend the dollars somewhere. There's a portion to have a study done to require that I study this and bring back results. (meter 30:40-32:30)

**Chairman Holmberg** -- There is \$6M in the executive budget in the commerce budget. The talk is that they're removing that.

**Aimee Copas, Executive Director, ND Council of Educational Leaders:**

Testified in favor of SB 2151.

Testimony - Attachment 5.

**Senator Kilzer** -- I was told a couple of minutes ago that it's not a mandate and now you are using the term that there's universal access. To me, that is incompatible.

**Aimee Copas** -- In so much that in a community where a grant takes place, and you have a kid that comes in with any kind of disability, the doors wouldn't be closed to them. There's no mandate to have it.

**Senator Kilzer** -- So universal access isn't universal access?

**Aimee Copas** -- Universal access, insomuch as those that participate in the grant process.

Testifying AGAINST SB 2151 -

**Tom Freier, Executive Director, ND Family Alliance:**

Testified AGAINST SB 2151.

Testimony - Attachment 6

I have some trepidation in opposing the bill, especially given the fact that there are so many friends here that we share a commonality in looking for the best education we can for our children. Regarding one of our main tenants, that the greatest amount of involvement that we can have from the parents having the ability to determine when their children go to school is very, very important at that early age

**Renaeh Ahlberg, Leeds, ND:**

Testified AGAINST SB 2151. No written testimony.

Heard Mrs. Copas say they have a hard time to get teachers, and I wonder how are we supposed to get these kids younger when we can't find enough educators for the ones that are already in the school system. I homeschool my children. As parents, I make a choice to do these things for my child and I don't think, as taxpaying citizens, we should be forced to basically be a daycare for other people's children. (meter40:20-40:37)



# 2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee  
Harvest Room, State Capitol

SB 2151  
2/17/2015  
Job # 23996

Subcommittee  
 Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

This is a subcommittee hearing on the budget of the Department of Public Instruction.  
Bills 2013, 2031, 2254, 2151, 2169.

## Minutes:

Attachment 1 - 2

Legislative Council - Sheila Sandness  
OMB - Tammy Dolan

**Chairman Holmberg** called the committee to order on SB 2013. **Senator Krebsbach** and **Senator Heckaman** were also present.

**Chairman Holmberg** said we have the Flakoll bill (\$6M voucher for pre-school) and the Murphy bill for preschool. Senator Flakoll's bill would be \$6M vouchers for any preschool program for 4 year olds. They would have to apply and the individuals in front of the students would have to be certified (SB 2151). SB 2254 is a competing or companion bill and had \$52,650.

**Senator Heckaman** said no one had talked to her, but she thought that for \$21M we can expand and merge these two bills together. Neither one will start until the 2016-17 biennium. If we guess at 6000 students and give \$2000 as a voucher, that would cost us \$12,000 for one year. And if we take 3000 that we consider low income students and move their voucher up to \$3000, which would be \$9000 for one year for a total of \$21,000. You would still be on the voucher system. I'm supportive of pre-K and also childcare systems that are out there. Coming out of the last legislative session, we asked Ms. Baesler to do a study and this is the results of that study. Just a thought for now.

**Chairman Holmberg:** I think we're going to have a challenge to pass a bill with \$6M.

**Senator Krebsbach** I don't think they're ready yet. The schools aren't ready. The faculty isn't ready.

**Senator Heckaman:** This would be a compromise between the two bills and would cover all the students for one year.

**Chairman Holmberg:** Let's throw the two out and get a sense of the body (Senate Appropriations). We can ask and see if the two can be merged. We don't want Legislative Council to put together an amendment that has no support.

SB 2013 -

**Senator Krebsbach** asked about Section 3 - the transfer of \$300M from SIIF for the school construction loans. Is that still valid?

**Sheila Sandness** said there is language in this bill about the revolving loan fund. If you want the revolving loan fund language that's currently in the bill, you can do that or you can remove that section if you want.

**Chairman Holmberg** asked if there was any other revolving loan fund bills in the House - for schools?

**Chairman Holmberg** said this bill is the one with the money. The SIIF fund is about close to zero if what they talk about is going to be in the Surge bill. Would this have to be moved to the general fund?

**Sheila Sandness:** I'm not sure where we are in the SIIF fund, but the language is in section 19 and 20. It's coming from the SIIF fund in here. If you wanted to maintain the program, there isn't any money left in the SIIF fund so you'd have to look at some other source.

**Senator Heckaman** handed out amendment 15.0291.05003 - Attachment 1.

This amendment goes into 2031 and removed the transition maximum that schools are allowed to get under the school per pupil payment. There are a number of schools that were only allowed, the first year, to get 110% more than they got the year before. Last year they were only allowed to get 120% of that. Some schools were at the bottom for the funding formula. A lot of these schools are the Native American schools, but not all. Maybe ½ and ½. Those schools don't have a clue when they will get off of the maximum.

**Jerry Coleman, Dept of Public Instruction:** If it continues on the same trajectory, That's a base line based on the effective rate that they were getting from state and local sources at the time the new formula went up. That has increased 10% each year, so it will be 10%, then 20%, 30, 40, 50 and so I'd expect that maybe in 5 years they'll all come on to the .....

**Senator Heckaman:** But some are not getting near what the per pupil payment is expected to be from the state - from the combination of the state and local funds.

**Jerry Coleman:** And the reason they're on this maximum is because the formula doesn't consider federal funds that replace the local property tax. That's why that exists.

**Chairman Holmberg** asked if this amendment was proposed to the education committee?

**Senator Heckaman:** It was proposed and it didn't pass. It was before this bill was engrossed the last time to the 03000 version, I'm not sure.



**Chairman Holmberg** said that appropriations is usually reluctant to overturn any decisions made by a policy committee.

**Senator Heckaman** handed out **15.0291.05002. Attachment 2**. This is actually Senator Rust's amendment. It's on making school's whole in the oil patch when they have to deduct 75% of their oil tax money. This is a grant. As a grant, he has gone thru and figured all of the schools that are losing money and according to him, \$8.75M would be needed to make this whole. I'm bringing this forward for Senator Rust's benefit.

**Chairman Holmberg**: If this was attached, then would SB 2169 be unnecessary?

**Senator Heckaman** I don't know. He thought it should be in addition to 2169.

**Chairman Holmberg** asked Sheila Sandness of Legislative Council to check if they are duplicative.

**Sheila Sandness**: So the question is whether 2169 is here because they brought this amendment or if you need both of them or one or the other?

# 2015 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2151  
2/17/2015  
Job # 24020 (31:12)

- Subcommittee  
 Conference Committee

Committee Clerk Signature

*W. Mark Reynolds for Aileen DeLuzo*

## Explanation or reason for introduction of bill/resolution:

A BILL for an Act regarding early childhood grants

## Minutes:

No Attachments

**Chairman Holmberg** called the committee to order with all committee members present. Tammy Dolan, OMB and Chris Kadmas, Legislative Council were also present.

**Chairman Holmberg:** We have two Pre-K bills. We have 3 options: we can kill both, pass both, or pass one and kill one. What is the sense of the committee?

**Senator Heckaman:** I think we should consider Senator Murphy's hog house amendment on SB 2254.

**Chairman Holmberg:** What are we thinking about SB 2151? It has \$6M but has to be amended if we are going to pass it because the \$6M that would be used to fund this was in the Commerce Budget.

**Senator Heckaman:** Whichever way we go, we've heard from the Chamber and all different testifiers on both bills the importance of early childhood education. SB 2151 has some merits in the fact that it came from a study that was done by a task force over the interim. One of the issues that we had last session in the education committee was when we were looking at any kind of early childhood education at that time, we had childcare providers concerned about their services being taken away. We want to make sure that we go beyond childcare with this bill. It is an important step for the state of North Dakota to show support for early childhood education. There's an option to combine these bills, but I think we have enough information to realize that this concept is very important and the results are there.

(4:25) **Chairman Holmberg:** This is a bill that has the voucher system. It does not necessarily operate through public schools. In both cases they wouldn't go into effect until the 2<sup>nd</sup> year of the biennium.

**Senator Heckaman:** That is correct. Both are also voluntary.

**Senator Mathern:** I think we ought to try to make both bills honest. We should put the money into one, and do the hog house amendments on the other in terms of straightening out some things. We should amend it so the one actually has money in it and the other is structured the way the sponsor wants it. Then vote them up or down.

**Chairman Holmberg:** I was incorrect; SB 2151 does have the \$6M in it. It was duplicative of the Commerce budget, so that has been taken care of.

**Senator Erbele:** I wouldn't mind if we went with SB 2151 but cut some dollars out of it. As I testified in their committee, I feel we don't have as much of an education deficiency as we have parental deficiency. That bill was amended to have a parental component in it. At some point this session, we will be faced with the Gearing up for Kindergarten program. I don't want to see that not passing and this moving forward; I'd rather see that type of program with the parental involvement remain alive. That is why I talked to the policy committee about putting this parental component into SB 2151. I still don't like the concept, but as long as that stays in and we can get some education to the parents, then I will support the bill. I will also be looking at a lesser amount than the \$6M.

**Senator Carlisle:** What kind of figure works?

**Senator Erbele:** We are in the early stage. I don't think the amount matter if we have a vehicle because the other side will do what they are going to do. We will come to conference on this.

**Senator Kilzer:** I am kind of against all of these because I think there are better ways to spend the money. I don't like that it would be a mandate that all the schools would have to offer it, even schools with very low enrollment. They call it universal access and to me it's a mandate. If it is down to \$2M I will still vote against.

**Senator Heckaman:** I don't know if there is a mandate in either one of these. SB 2151 encourages communities to develop planning committees to implement this.

*(9:05)* **Tammy Dolan, OMB**

**Dolan:** In SB 2151 it is not mandated. It is an optional program that the communities can develop. I don't believe there is a mandate in SB 2254, but I would have to look at that.

**Senator Kilzer:** She used that term universal access.

**Senator Wanzek:** SB 2151 is the better bill in the sense that is a voucher system. It puts the money in the hands of parents and gives them a choice of where they feel they should enroll their child. At what point is it the tax payer's responsibility and not the parent's? When I first came here, we didn't fund Kindergarten at all and now we fully fund it. I did support that in the end. However now are talking about as early as 3 year olds. We talked about pilot programs, and we already have a bill that wants to fund the whole thing. This leads me to wonder what the next step is. You could argue that we should be getting to children at year one. What we heard on 2254 was that a lot of lower income children show the most advancement in this, so why don't we do something like SB 2151 and target it more to those parents based on need? I will pay for my own kids when they are 3 and 4 years old. I don't



doubt that there aren't benefits to early intervention, but I think it should be the parents doing some of the intervening. It will be difficult for me to vote for either one of these.

**Senator Gary Lee:** We've seen these things come and go. They are insidious kinds of bills. You pass one and it continues to grow. Each session it will come back and keep adding on. I supported bricks and mortar for daycares, preschools and Gearing up for Kindergarten. I haven't given up on parents yet. I have 3 grandkids in preschool daycare right now. Yes, they have an hour or two of structured kinds of learning and activities, but these kids are at all different levels of immaturity. We are going to drag them off to some formal program that I don't think they are ready for. The parent's should have this responsibility, so I won't vote for either one of these. I don't think we should be going in this direction.

**Senator Heckaman:** In addressing Senator Wanzek's concerns about the low income, I had a suggestion of combining the two bills. I picked a certain number of students that would get \$2000 and I picked half out of that amount for low income. We could structure SB 2151 in that way where out of those 6,000, so many of them would have to be low income students. Then we would adjust that so that the remaining money would go to the rest of the students. This would cut down the number of students, but we already know that in the bill, \$1,500 is the amount that they consider for the low income and \$1,000 was the dollar amount for the rest of the students. It can be structured proportionately like this.

**Chairman Holmberg:** This bill focuses on small communities. If you have small communities that do not meet the certain percentage of low income, are we defeating the purpose of having it available? I wonder if she used the term "universal access" from the standpoint that all communities could have it if they so choose. This is one of those issues that will be settled on the floor because it seems people have already made up their minds. Senator Wanzek was talking in some of the same ways that Tom Frier did regarding the continuing growth of pilot programs. We very seldom pass a pilot project that doesn't come back telling us how great it was.

(16) **Senator Robinson:** Most of us don't frequent a social economic group that could benefit from this bill in a big way. The concept of a family that most of us knew, it is not the norm anymore. I feel for so many kids that are left home alone. Parents are not the norm either. We have a whole different society and I don't like it, but it is here. Statistics will tell you repeatedly that we need prevention now or we will pay later in terms of corrections or human services. To me this is a better bill and a better concept. I am in support of some type of blend rather than not doing anything. That would be a mistake. I am as concerned about government growing as anybody, but I don't think we will escape this with the society that we have unless we want to walk away from these kids.

**Vice Chairman Bowman:** Who's pushing this? When you make the statement that parents aren't the same today, I disagree. My granddaughter could read a book when she was 3 years old, so what do we do with the more advanced children? It seems like we are grouping everyone together. It's too general.

**Senator Robinson:** That is not what I am suggesting. I've been in education for years. The concern is with other kids who aren't accessing this. If you are an effective teacher in the classroom, you will challenge all of your students. Many professional folks not only care



about their kids and grandkids, but kids in general. The studies support this. They're telling us what we don't want to hear, but the reality and world has changed for the growing numbers.

(20:05) **Senator Carlisle:** Is there a way to make this bill work in rural areas?

**Senator Erbele:** I don't know how to make it work in especially the rural areas. I went to a country school only one mile from my yard. My grandchildren live there now, yet they have to go 25 miles to school. I am not going to put my 4 year old on a bus. Preschool isn't going to work for that group of kids no. Last session they were in asking for \$2M, and I would be interested in funding that. If I hadn't put myself in a box about getting this parental component in then I would be voting against both of them.

**Senator Mathern:** I think it would be quite simple to make some of the money jackpotted for low income kids. In rural areas they would get \$2000 for some kids, \$1000 for others, and \$3,000 for others. That could be done. They wouldn't all have to fit the same category in order to make a program work. It is ironic that research basically says that those kids in the lower income areas are the ones who need this. If we pass a program that only benefits the higher income kids, we would create a bigger divide in the future between the haves and the have not's. Those kids didn't decide if their parents are responsible or not. The parents decided that, and the kids are just there. They are lucky if they have responsible parents or have a legislature that would help them if they don't.

**Chairman Holmberg:** There is a parallel to what you are saying. When you look at what we do with merit based scholarships versus needs based scholarships in higher education, the research shows that the ones who win the merit based scholarships are the ones who are going to school anyway and they can afford it because there is a great correlation between grades and economic status. Two sessions ago we put emphasis on merit based and needs based fell behind. The one's with parents who make \$150,000 each year and got a 27 on the ACT, they will go to college and be successful.

(25:15) **Senator Carlisle:** Senator Erbele, if you propose a \$2M, I would second it for the sake of discussion.

**Senator Erbele:** Okay I will make that motion on SB 2151 for \$2M.

**Senator Carlisle:** I second it for the \$2M.

**Chairman Holmberg:** You made a motion to amend the bill to \$2M. (By a show of hands) It passed. Could we have a motion on the bill?

**Senator Heckaman:** Before we do that, can we talk about the possibilities of doing something with SB 2254 then?

**Chairman Holmberg:** We will come to 2254, but if there are 7 people who don't want anything, then we are spinning our wheels. Let's see what happens with this one and then go to the other one. I hope that the amendments that Senator Murphy suggested are looked at.

**Senator Carlisle:** If we DO PASS this at \$2M, would it go back to Education?

**Chairman Holmberg:** The fight would be in the education committee. The discussion and argument would be on the amendment.

**Senator Robinson:** If we are going to spend any type of money, we should be concerned about the reach and return on our investment. At \$2M are we going to accomplish anything that we can measure and that will have an impact? We heard this morning from the Superintendent that you're not going to reach so many kids with the way it was funded. If we reduce it from \$6 to \$2M, how many are left? I wasn't on the education committee, but I would hope we would do something that would have an impact if we are to do something at all.

**Chairman Holmberg:** There will be a group of people on the floor that will vote against it because they don't want to go down the path, and then the other group will say it isn't enough money.

**Senator Carlisle:** It will probably pass on the floor.

**Senator Sorvaag:** The problem is we did this last session. We passed one except we took all the money out of it. If we are going to take money out of it, then why are we messing with the bill?

**Senator Wanzek:** I know there are preschools out there. The parents are paying the bill. I understand that are parents through no fault of their own who can't afford it. If the money was more targeted, it would go further. I don't think we will lose the preschool programs just because the tax payer isn't paying for it. Parent will pay for it if they care about their children and make it a priority. If somehow we structure this to help those folks who can't afford it, I might be more receptive to it. I just don't think it is the tax payer's responsibility to fully fund and take care of my 3 and 4 year old grandkids. It's my children's responsibility who had those children.

**Chairman Holmberg** ended the subcommittee discussion on SB 2151.



# 2015 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2151  
2/18/2015  
Job # 24037

- Subcommittee  
 Conference Committee

Committee Clerk Signature

*Rose Loring*

## Explanation or reason for introduction of bill/resolution:

Relating to early childhood education provider grants

Minutes:

**Senator Erbele** withdrew his previous motion of amending the bill down to \$2M. For the sake of discussion, we should discuss the whole bill further.

**Senator Carlisle** withdrew his second.

**Chairman Holmberg:** We can do Without Committee Recommendation and let the Education Committee fight it on the floor.

**Senator O'Connell** moved **Without Committee Recommendation on SB 2151.**  
**Senator Carlisle** seconded.

**A Roll Call vote was taken. Yea: 10    Nay: 3    Absent: 0**

The bill goes back to the Education Committee and **Senator Flakoll** will carry the bill on the floor.

Date: 2-17-15  
 Roll Call Vote #: 1

**2015 SENATE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2151**

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: Amendment to \$2M

- Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar

Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Erbele Seconded By Carlisle

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg			Senator Heckaman		
Senator Bowman			Senator Mathern		
Senator Krebsbach			Senator O'Connell		
Senator Carlisle			Senator Robinson		
Senator Sorvaag					
Senator G. Lee					
Senator Kilzer					
Senator Erbele					
Senator Wanzek					

*Withdrawn  
2-18-15*

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

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



Date: 2-18-15  
Roll Call Vote #: 1

2015 SENATE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2151

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: \_\_\_\_\_

- Recommendation:  Adopt Amendment  
 Do Pass  Do Not Pass  Without Committee Recommendation  
 As Amended  Rerefer to Appropriations  
 Place on Consent Calendar  
Other Actions:  Reconsider  \_\_\_\_\_

Motion Made By O'Connell Seconded By Carlisle

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Heckaman		✓
Senator Bowman	✓		Senator Mathern		✓
Senator Krebsbach	✓		Senator O'Connell	✓	
Senator Carlisle	✓		Senator Robinson	✓	
Senator Sorvaag	✓				
Senator G. Lee		✓			
Senator Kilzer	✓				
Senator Erbele	✓				
Senator Wanzek	✓				

Total (Yes) 10 No 3

Absent 0

Floor Assignment Education Committee

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

**REPORT OF STANDING COMMITTEE**

**SB 2151, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)**  
recommends **BE PLACED ON THE CALENDAR WITHOUT RECOMMENDATION**  
(10 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2151 was  
placed on the Eleventh order on the calendar.

2015 HOUSE EDUCATION

SB 2151



# 2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee  
Pioneer Room, State Capitol

SB 2151  
3/17/2015  
24980

Subcommittee  
 Conference Committee

Committee Clerk Signature

*Donna Whetham*

## Explanation or reason for introduction of bill/resolution:

Relating to early childhood education provider grants; to amend relating to early childhood education program approval; to provide an appropriation; and to provide an effective date.

Attachment # 1-5, 5a,6-11.

## Minutes:

**Chairman Nathe:** Opened the hearing on SB 2151.

**Senator Tim Flakoll: District 44:** introduces SB 2151. (00:20-5:28) (See Attachment # 1& 2).

**Chairman Nathe:** If this bill would pass what number of students would this affect?

**Senator Flakoll:** At one time they talked about 6000 for the year. That would be numbers we received from Jerry Coleman from Department of Public Instruction. When you start up a program it is tough to predict a number.

**Rep Hunsakor:** If this bill was passed and there is increased interest in this a greater number of parents it may go beyond the 6000. Would you see it needing more money and more support for a greater number of students?

**Senator Flakoll:** I think if parents think this is a good idea this will catch on. We saw that with all day kindergarten.

**Rep. Olson:** The answer to the last question is one of my concerns because we know we always get more of whatever we subsidize. What might be the prospects for the future as far as Pre-K in the state. There are other developed nations where Pre-K is universal and mandatory in some nations. There is very high participation rate particularly in the Scandinavian countries where you have children at the age of 2 attending Pre-K up to 80% of kids between the ages of 2-5 in Sweden. So if we move forward with subsidizing the

beginning of this, what benefit would it be to us to continue to grow this pool of people that are sending their kids to the state for daycare. I wonder about the wisdom of expanding the nationalization of the American family into the hands of state funded operations. That is my concern.

**Senator Flakoll:** I would not support mandatory attendance. I don't see that happening and I don't see the tax payers clamoring for mandatory programs. I think we need to look at the 4 year olds, we see a lot of brain development at that age when you look at the data. It is Herculean the amount of ability they have to learn and that is really true when you look at a lot of the data. There are mountains of data out there. As far as the benefit to the state is I think the parents are asking for this, they want to have this and not everyone can afford the programs out there. We know that the ability to learn and retain and excel goes well beyond just that year or kindergarten. The data does show up as a great benefit in the third and fourth grade and beyond. It improves graduation rates and those types of things.

**Rep. Olson:** With any kids that get involved in this program do we have any intent to follow them into the third or fourth year to see if we can actually measure results?

**Senator Flakoll:** Our intent would be that we would have data that says is this a good investment. That is why this is essentially a biennium plan. We have the study that was developed in SB 2031 for \$200,000 to really look at are there student achievement outcomes that are making a difference for them. We can look at national data but we are developing a North Dakota brand of doing things. We need to look at it by the North Dakota plan and the North Dakota perspective to look at that what we are doing does or does not benefit children. Satisfaction surveys with parents and those types of things too. It is about involving the parents. We have 10 hours of curriculum time that involves parents. We felt that is an important component, sometimes it is not just about the child it is about ensuring that the families, the parents understand on how to respond to projects, homework or when they are talking about what they learned that day, how to engage them. So parents become valuable partners in the education process and the schools become valuable partners to the children, back and forth.

**Rep. Olson:** Is this parent curriculum time, is that happens at the provider or after hours outside of the providers hours?

**Senator Flakoll:** It would be part of the curriculum so it would be spread out over the 7 month time. Much like other programs we have to involve the parents. The parents seem to like it.

**Chairman Nathe:** There was an interim study on early childhood. Did that play into this bill?

**Senator Flakoll:** Last session we mandated that the Department of Public Instruction pull together people that represent all the various sectors of Early Childhood Education. The thought leaders on the topic. There were about 42 individuals involved. They were really the one that brought up the ideas that brought up the community coalition concept.



Which I really think is really a breakthrough idea for North Dakota. It was based upon our mandate that they "shall" study this in the interim and they reported to the interim and ergo here comes SB 2151.

**Chairman Nathe:** The community involvement piece, how if this bill passes does this work in the committee and what is the process we get to?

**Senator Flakoll:** The school districts call the meeting of providers in the community, they may have to partner up with others if they are too small. They will then develop through discussions plans and again it can be more than one. That is the beauty of this comes in so it can be provided to communities of all size and types. The one component in this that is very important is the educational component. If that was not there I am not on board for this, it is very vital to have that in the bill.

**Chairman Nathe:** When you talk about input, are you talking about input from all business leaders or all community leaders or is it just educational leaders?

**Senator Flakoll:** It is essentially the providers but the school boards are made up of business leaders and other leaders in their community. This is about addressing a large community issue and there is Representative from the chamber who will talk about the advantages and the important role they will play.

**Rep. Olson:** How does the North Dakota program differ from the other programs that has studied, are you an expert in what makes this one different?

**Senator Flakoll:** No I am not the expert. I will defer that question to Superintendent Baesler. Some of this I believe is really unique to North Dakota.

**Senator Nicole Poolman: District 7:** in support of SB 2151 (17:00-19:31) (See Attachment # 3).

**Rep. Olson:** I do have some concerns, with early childhood education I would hate to think it is nothing more than state funded daycare. Part of what would make this work is that you can see those lasting gains sustained past 1<sup>st</sup> or 2<sup>nd</sup> grade. I read a lot of conflicting research surrounding the benefits of early childhood and how long they last. What makes ours different? Would you be in favor of this concept if there wasn't any lasting impact?

**Senator Poolman:** No I would not. I can reference some of the studies you are talking about. The Head Start study that came out was not a glowing report of early childhood education. There are a number of reasons for that. I think the control group they used 60 percent of those kids also had a preschool program. They had that much trouble finding a control group that had not had preschool so in that sense it is false. It is a national study and when you think of the schools and the school districts they go into, when they are in the poorest districts the schools are not high quality. To see there is no difference after being in an inadequate school setting to me would be the natural result. When we look at ND preschools you will see a difference in the results because yes we are accessing those



lower income students early on and putting them into high quality schools. What we are seeing in those programs is a tremendous improvement. If this 4-6 years down the road so there is no increase in student achievement or reduction in special education cost. Then no I would not support it. I would not support a mandatory state preschool at any time. We have a lot of private providers who are providing the service and we have certain families who cannot afford them. My goal is to get those kids who can't afford preschool access to the same programs. We have noticed that year at 4 years old it is far more important than that year at 8 years old in terms of reaching them.

**Rep B. Koppelman:** I look back at the original bill prior to amendments that the Senate attached. On page 2 line 23 and 24 where it says "has documented the provider's willingness to admit children of all learning abilities into the Early Childhood Education Program" also in Section 4 where it talks about if they don't have enough space using the lottery system to select those kids. It seems to me in the environment now with preschools those that are private and public like we codified in last session in Fargo schools, the way they run the preschools is more the way they run like kindergarten, but in the private setting, they may not have the ability to help all levels of service needs especially special education. Will this language put preference to public schools because of their ability to help special ed kids through the amendments you made?

**Senator Poolman:** I had the same question when I saw that amendment. I want to make sure that we can serve special ed kids, but I want to make sure they are in environments that can handle them. It was my understanding that the amendment would not give an advantage to public programs, but to ensure that a private provider would not be forced to take a child for whom they do not have the proper resources.

**Chairman Nathe:** You want them to be equipped to handle the child.

**Senator Poolman:** Correct and not be forced to have all that equipment. My understanding of that amendment is to say if you have the capacity to take those kids then you should take them. You can't just say I prefer not to take that child because he is a little hard to handle.

**Rep B. Koppelman:** I understand what you are saying but when it says the service provider who agrees to participate in the coalition in order to participate that they have documented the providers willingness to admit of all learning abilities into the early education program that suggests that provider in order to be willing too, I would assume the logic would be they have to be able to. If there was a provider who could accept 90% of the kids with the facilities and teachers they had available but maybe couldn't accept 10 percent of the kids that needed the most help. I don't know if this says they could be part of it because they are not willing to take all of the kids under that scenario. Should that be further looked at to make sure it has the intent you just said?

**Senator Poolman:** I would welcome an amendment that would address that issue if you believe the language doesn't address it.



**Rep Looyesen:** In your discussions you have done, has this led anywhere in any state to misdiagnosing learning abilities that as they students get into 1<sup>st</sup> or 2<sup>nd</sup> grade, because you alluded to dropping the special education rates. I don't know if that is because they are catching it earlier and fixing it and why do you think it is dropping it?

**Senator Poolman:** It is important to notice that they are not suddenly finding that children on the Autism spectrum are no longer on the Autism spectrum. We are talking about children that who are not being diagnosed as ADHD or mild learning disabilities because they are slow to learn how to read, things like that. When we see the 40 percent reduction it is not by any means in the most serious cases of special education, it is in the mild cases. It is no less expensive in terms of an investment in the resources and IEP's. It is increasingly important kids from low income families to do that who have parents working two jobs and do not have time to work with them. We see a huge discrepancy. Personal story of a child of a friend. (28:50-29:59) This is about helping the low income kids but it is also about helping those who have had preschool education to allow them to continue to get ahead so we can move them all forward.

**Senator Heckaman: District 23:** in support of SB 2151. As an former educator I can verify the importance early education and early interventions in the success of students. The importance of these programs is not in the intellectual development it is more in the social and readiness skills which are so important when you get into your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. Basically in grades 1-3 you learn to read and in grades 4 and up you read to learn. Those are the basics of education and if you are lacking in abilities that takes away the ability to read to learn in grades 4 on up. That is why this is really important. Personal example: (31:27- 32:31) Learning opportunities are best captured when the individuals are developing skills that will carry forward into positive educational experiences. Not only for the children but for the families. I like the part where the family is attending at least 10 hours. A big job on my special education teaching was working with the families. When I would have an Individual Education Plan with the school the parent and the child we considered it a three legged stool. What can your school do to help with the learning situation that they have, the child what can you do, how can you help out and the last and most important was parents what can you do to help at home. The importance of education is not just on the parents not just on the school and not just on the child is very important here. The early learning situations here get us into a situation where teaching can take place in those grades 1-3. Last session you heard considerable work was done on an early education program and one of the most daunting task was develop a program that would also encompass the child care concerns and the Head Start concerns. I ask for your support on SB 2151.

**Chairman Nathe:** Can you speak more on the 10 hours of parental involvement and how you see that working?

**Senator Heckaman:** That was added after I testified on the bill. I think it is important and it follows the program that is similar Gearing up for Kindergarten. That is a program for 4 year olds across the state of North Dakota. It is run through the extension service. In looking at Gearing up for Kindergarten they require parental involvement. I don't know if it



is for all of the sessions but there are a couple of different programs they run. One is a 10 session and the other a 16 session program and the parents are required to attend to all of those. The difficulty is if the parents are working 2 or 3 jobs or don't have access to child care for the rest of the family. They are not able to attend those programs. Adding a small parental component is very important to the program. Parents need to learn how to teach their children too. Not just to learn to read. The vocabulary development is so important. I spent 10 years at a Tribal school after I retired from teaching. Those years were very telling in the fact Tribal children have come into school with a lower vocabulary than the general public education students do and that has a lot to do with parental involvement. The Tribal schools work very hard on parental involvement. It is slow incoming but they know the importance it has for those children.

**Kirsten Baesler: Superintendent of Department of Public Instruction:** (36:12-43:37) in support of 2151. (See Attachment # 4). I would like to share this excerpt given to me by the Honorable Susan Wefald former Public Service Commissioner now published author. This was from a former state superintendent provided to the governor. It states " I would respectfully recommend that a kindergarten be established in connection with every public school and that the school age for children in the state be changed. So to admit children of 3 or 4 years into the districts. With proper facilities to teach them and proper seats to accommodate them." that request was given to our governor in 1894. Our state has been discussing preschool for over a century.

**Rep Meier:** Can you give us a list of the districts that are already providing early education programs?

**Kirsten Baesler:** I certainly can. I have a run-down of them, 2012-13 there were 46 school districts, 2013-14 there were 53, 2014-15 there were 72 districts. There are 4 that have partnerships with Head Start already and 2 districts serve as the fiscal agent for those. We will get you a comprehensive list.

**Chairman Nathe:** If we pass this bill and a community is interested in doing this, lead us through the step of how to get it up and running?

**Kirsten Baesler:** As the bill is written it would require that the superintendent of that district call a convening, an initial first meeting of all of the education and daycare stakeholders and determine who will be on the local committee, then that local committee would receive applications for partnerships within that school district. Once that partnership would be approved that their would be care providers, school districts involved, early education approved teachers, that form would be submitted to either the Department of Public Instruction, the dollar amount was originally inserted into the Department of Commerce's budget, I believe the House took that out, so I am not sure where it stands on the Senate side right now. There is also the \$6 million dollars that has been put in my budget, but originally as the interim committee decided the money would go to the Commerce and they would give the application to the Department of Humans Services and the Department of Instruction to review so they would insure all of the quality factors are in place. Then once approved the Department of Commerce would reimburse that local community partnership.



**Chairman Nathe:** Define the stakeholders in the community?

**Kirsten Baesler:** It wouldn't be the general business community but the business community of early care and education providers. For example Montessori school is a business, ELC is another private preschool provider and they would be included. Private, public schools, day care providers and anyone with a stake in a conversation about 4 year olds.

**Rep. Olson:** Is there a limited class size?

**Kirsten Baesler:** No the legislature does not cap class size.

**Rep. Olson:** In SB 2080 we just increased the group child care limit from 18 to 30, do you know if that would be a number that would form an operation like this?

**Kirsten Baesler:** Department of Human Services governs the daycare and Head Start program and the Department of Public Instruction governs the approved school programs. When the application would come to us DPI would look at the application and use the guidelines. There are guidelines but there are no hard caps

**Rep Hunskor:** The \$1000 per child or \$1500 what if there is more children and they use up the \$6 million and how do you determine who is and isn't eligible?

**Kirsten Baesler:** How we arrived at the \$ 6 million dollars. The estimate from Jerry Coleman from DPI was that there would be 10-12 thousand 4 year olds in the state of North Dakota. We estimated on the high end we estimated that half of them would take part the first year. With 6000 students at \$1000 per student, we figured half of the cost would be borne by the school district, we wanted to make sure the local had some skin in the game, so this \$6 million dollars and \$1000 per student figure would accommodate and provide for

**Chairman Nathe:** Why was the money put in with Department of commerce and not DPI?

**Kirsten Baesler:** The committee members that were a wide representation of all early care education for 4 year olds wanted it to be as impartial as possible. DHS governs the daycare, private Pre-K's, and Head Start programs and DPI governs the approval of the public and private schools pre-K's. To eliminate any biased issues we thought we would put dollars with the Department of Commerce and it fits into their mission and scope as well because quality school and education systems are a vital component to attracting new business and industry.

**Rep Meier:** Could you tell how a home day care could qualify to receive dollars?

**Kirsten Baesler:** If there were a home day care in Flasher and the parents take the child to daycare at 7:00- 7:30 then the day care takes the child to school at 8:45 then when they are done the teacher delivers those children to the home day care and the school district

and the home day care determines the amount of costs and care and use those funds from the school to provide that early childhood education experience. When a school does not have space for a pre- K classroom then the teacher is contracted with the school and the teacher goes to the students in the daycare.

**Rep Meier:** So if an educator they would actually do that in the home?

**Kirsten Baesler:** Absolutely, that is why we couldn't come up with all the details that would meet a communities needs and specifics. We needed to leave as much of the decision making as close to those people to solve the problems that they are experiencing.

**Chairman Nathe:** It is not mandated if they go to that daycare that they have to do this program? Correct?

**Kirsten Baesler:** Absolutely, but they just would not receive funding from the state.

**Rep Zubke:** Why are we doing \$1500 for the students that qualify for the free lunches is it more expensive to have those students, and if we are assuming \$1500 for those kids why are we taking \$1000 to figure out the funding shouldn't we be taken \$1500 for 30-40% of those students?

**Kirsten Baesler:** 50% of the cost would be covered by the state and the other costs will be made up locally. So if it is a private daycare it is possible the partnership will pass that cost on to a parent. We wanted to insure that if they were in a low income environment that we would receive additional dollars for those students.

**Chairman Nathe:** The money would follow the child to pay, chances are the parent will have to pay the other portion?

**Kirsten Baesler:** Yes, the money follows the child or the parent picks up the 50 percent or the local school districts or donations. It does depend if it is a private institution.

**Rep Zubke:** So the \$1500 is more of an incentive to get those students in there, so if there is 3000 of those at \$1500 that would be \$4.5 million and the other 3000 at \$1000 per student that would add up to \$ 7.5 million dollars aren't we underestimating at this point?

**Kirsten Baesler:** We might be, the \$1500 dollars per low income students was added at a later date before we applied the fiscal note.

**Chairman Nathe:** Would we be better to lower those amount so we cover those children or is it better to leave it at \$6 million dollars and if we run out we run out?

**Kirsten Baesler:** Let's hope we have enough to cover and leave it as is.

**Rep Kelsh:** It appears at some point educational opportunities level out. Special education needs that are met really early are much cheaper and much more satisfying than letting them go on and on. Is that a fair assessment of what the situation is?



**Kirsten Baesler:** I mentioned the 32 million word gap that occurs, actually 4 year olds, that occurs between middle class families versus those that grow up in a low income family. 32 million more words spoken to a child from middle income to low income children and these are usually academic words. Last session we had a bill that allowed school districts to use their local dollars and since then we have received charts and data from their pre-K of where their students had improved by attending pre-K and it is consistently showed improvement in math and reading scores are higher. That is North Dakota data and that is why I believe in early investment. It will save us money in the long run.

**Chairman Nathe:** Could you send us that data?

**Kirsten Baesler:** Yes we sure can.

**Chairman Nathe:** You stated we now have 10-12 thousand 4 year olds in ND, how big will the 4 year old population be as we go forward?

**Kirsten Baesler:** I wish I knew.

**Chairman Nathe:** If the bill were to pass the question has already been brought up if there would be more kids, I am just trying to look down the road.

**Kirsten Baesler:** Jerry Coleman from DPI would have a better idea. I would like to add as well \$200,000 has been added by the Senate Appropriations Committee for this specific policy bill. They want to make sure we follow and know the impact. If this isn't working I wouldn't want to do it either. I firmly believe it does work.

**Chairman Nathe:** Would you have an issue if we made this a pilot program, put a sunset on it and run it for a biennium, gather all the data and see the results that would justify this being a more permanent program, would a biennium be enough or would you need two?

**Kirsten Baesler:** I would not mind, I do think that our schools should be expected to provide evidence that the dollars invested are making a return, but a biennium might be too short, that would only give us a year.

**Chairman Nathe:** Maybe two biennium?

**Kirsten Baesler:** Yes because the first group would only be 2<sup>nd</sup> graders at the end so we would only have their kindergarten and 1<sup>st</sup> grade results if it was only one biennium.

**Rep. Olson:** It refers to education approved by the superintendent, do we have standards like that published right now and where could we find those?

**Kirsten Baesler:** Yes we do and they are on our website.

**Rep. Olson:** We have seen a lot of studies nationwide Pre-K has been around and there was some really great programs in the 70's there was parents involved and small class



sizes. When we look at the scientific and the peer reviewed research out there, we see a few different types of Pre-K that have come and gone some good and others not. If we are talking of return on investment I would think we would want to model our system with something that has an evidenced based ROI that we can see from peer review. Could you explain what it is about the North Dakota idea that is so different?

**Kirsten Baesler:** I would agree there are models that are more effective, some would suite our North Dakota communities and some won't. I agree we have to take the best of the best and much of the research that is done will be used in order to form our decision as we review the application process. What I think is so unique and beautiful about this process before you, the result of that committee's two year work, is the fact that it allows for innovation. We cannot replicate many of the studies that you refer to that occurred in the 60's and 70's most of them were in urban densely populated communities. That will not work for North Dakota. So how do you find a model in a rural population. The beauty of this is we let the school districts determine and consider the factors that are unique to them develop a plan collect the evidence and when we find a model that shows by evidence that works better. We use that to scale that model out in a state that is ours.

**Rep. Olson:** When Senator Flakoll said that the North Dakota method is very different than the rest, but it sounds like there is not a hard and fast plan. It sounds like you are telling them we would like you all to do something and then we will try to analyze it and see if one of you finds a way that works. You are not prescribing any particular method of preschool but simply saying just do preschool and hopefully it will have a result?

**Kirsten Baesler:** I am sorry you got that impression. Not at all. The Pre-K standards are in place, the highly qualified teachers are in place, the amount of time spent on certain subject areas, the involvement of the parents those are all very prescribed parameters. Are we super prescriptive? No. I believe what Senator Flakoll was referring too in interpreting your question the same way as I did. Is that there are multiple types of models out there but not necessarily educational instructional models or make up models. There is a whole lot of funding models out there, but this is unique to North Dakota as a funding model.

**Rep. Olson:** With the funding model aside and with the educational model is there any particular model nationally that showed an evidence based return that we have modeled this after that we could look at?

**Kirsten Baesler:** Education in its very being is a constant continuous improvement process. Are there models? Yes. Basically they have the components a highly qualified Teacher in place, a set of standards, instructional support, professional development those are things educational policy and curriculum directors do their dissertations on.

**Rep. Kelsh:** The only needs based part of this is that a child that qualifies for free meals gets \$1500 and the others get \$1000?

**Kirsten Baesler:** Yes. Middle income families would have the opportunity just as equitably.



**Jerry Coleman: Department of Public Instruction:** To answer how many 4 year olds there will be in the next few years in the state, in 2012 the resident birth rates for North Dakota exceeded 10,000 and they are continuing to go up so there were another 500 in 2013 and that is the data we have. Those are the highest birth rates we have had in 25 years prior.

**Aimee Copas: Executive Director for the North Dakota Council of Educational Leaders:** (1:09:00-1:12:44) in support of SB 2151. (See Attachment # 5& 5a).

**Rep Meier:** If you have a home school parent that has a teaching certificate that is approved by North Dakota would be eligible to receive funds? Correct?

**Aimee Copas:** Yes, when the school district superintendent calls that meeting of all players that would include the home school parents too. They would be invited and as long as the parameters are met they would be eligible to receive funds if they apply for the grant.

**Rep. Olson:** With regards to the amount of early childhood programs that are out there, would you agree some work and some don't or do they all work?

**Aimee Copas:** They all work to a certain extent. The programs rarely stay the same over time. I would anticipate that other states look differently now than when they were in the early stages of their early childhood programs. They learned from their data and they adjusted accordingly. We are in the infancy stage yet. Through the study what we have learned is that a one size fits all is not quite the place we are at right now. We need to step out into the water, understand what drives local communities, take a look at that data, find out the results and adjust accordingly over time. I think you will find key points in the data where they talk about an effective pre- K to 3<sup>rd</sup> grade model and the things that need to be in place. All those parameters are in place with this program. Granted it looks a little different because of the community partnership piece, but that is what the providers in our state were calling for. All communities are different and we had to appropriately adjust to that model and do our best to serve those 4 year olds with the money available.

**Chairman Nathe:** We also need to prove the programs merit. That is why it is important we have a reporting mechanism and make sure it is working in the long term.

**Aimee Copas:** Absolutley.

**Rep Kelsh:** I appreciate the bullet points and if you look at them the only one that doesn't apply to self- esteem is the 50% that is placed in special education. All the other points have to do with self- esteem, you feel better if you fit in and you don't do all the other things that is listed there.

**Aimee Copas:** Yes. Example of daughter and another child in preschool that is very helpful.

**Andy Peterson: President and CEO of the Greater North Dakota Chamber:** (1:18:15-1:20:38) in support of SB 2151. (See Attachment # 6).

**Brandt Dick: Superintendent of Underwood School District:** (1:21:00-1:22:50) in support of SB 2151. (See Attachment # 7).

**Chairman Nathe:** What do you charge per child?

**Brandt Dick:** We have a two and three day program, for the three day program we charge \$95 dollars per month and the 2 day program we charge \$70 dollars per month.

**Rep Meier:** With that are they half day programs or how many hours?

**Brandt Dick:** We have a two day program that is either morning or afternoon session and we have a Friday program where in the second semester we do an all-day program for 4 year olds to prepare them for kindergarten, we do allow 3 and 4 year olds in our program.

**Rep. Olson:** How many children do you have attending with your 100% utilization?

**Brandt Dick:** We have about 40 students.

**Rep Kelsh:** If some of those children qualify for free or reduced meals do you get reimbursed for those?

**Brandt Dick:** What we have done in our community we have done fund raisers to help with those students, we are finding more students with need. There has also been other times our leaders just try to help them. But the need is growing.

**Chairman Nathe:** What is the communities reaction to this, is there a big desire for this with the preschool program?

**Brandt Dick:** We have great support for our preschool and with a 100% commitment to that and I give Miss Lee all the credit for that, she is a great preschool teacher, one of the best in the state. It is because of that quality program that we get that buy in.

**Chairman Nathe:** The community support is strong?

**Brandt Dick:** Absolutely.

**Rep Meier:** Did you have to add on to your school building in order to include the early childhood program?

**Brandt Dick:** We did not have to add on to our school, we have seen some declining enrollment so we had space.

**Rep Hunsakor:** The first line in paragraph 3 does that indicate that some of your preschool students come from other districts?



**Brandt Dick:** Yes we have had students from Turtle Lake, Washburn, and Garrison that have attended our preschool.

**Rep Hunskor:** Do you come to the point where you can't take any more and how do you deal with that?

**Brandt Dick:** We have just this year came to the point that we are full. We have made the decision that we will educate our students in our district first and if we have any openings we will open it up but we did have to turn away a student this year and we may have to continue because we are limited to a number of students that we can educate.

**Rep Hunskor:** How do you work with the other school districts, do the parents get involved, some interactions, feelings could get involved?

**Brandt Dick:** We have the parents bring the students over and as preschool there really isn't an agreement we have to answer to with the other school districts unless they are a Special Ed. That is where Miss Lee has a unique perspective, she is actually a Special Ed and a preschool teacher. So there have been times where a special needs kid from another district we will have to work with that district for that district to pay tuition for us to educate their preschool student.

**Chairman Nathe:** In regards to special needs children have you seen that need for special education drop as a result of your program?

**Brandt Dick:** We have, especially in the areas of speech, where students needed those services but because of early intervention they are able to overcome that.

**Dawnae Lee: Preschool Teacher at Underwood School District:** 1:28:16- in support for SB 2151. ( See Attachment # 8).

**Rep Meier:** How large is your class size?

**Dawnae Lee:** I have a class that has 12 and 2 helpers and it really is not that hard and another class of 10 and I have 2 helpers and it is extremely hard. To keep it from being daycare I wouldn't take 15 children at a time unless it was without special needs kids. I have never had a time when I don't have special needs kids I have always integrated it.

**Rep Meier:** So you recommend class size to be under 15 children is what I am hearing?

**Dawnae Lee:** Yes.

**Rep. Olson:** I agree with you that what you are doing is not day care. I appreciate Representative Meier's question about class size because that is part of what contributes to that equation as to whether the children actually going to benefit from too large a class size. It will be a diminishing return. The bill here in order to qualify the program would have to provide over 400 hours over 32 weeks. It looks like you may have to adjust your times because you have a 3 day and 2 day program. You would have to put in at least 4.2 hours

per day. Do you see a problem with the 400 hours over 32 weeks, does that need to be adjusted and do you think we should include class size?

**Dawnae Lee:** I definitely would say class size is an issue because they are little and it is a big learning curve for them. I would increase our time if we could, I guess 3 hours in the morning and 3 hours in the afternoon for me has worked for what we have been able to do with it now. We definitely will have to change it. I could see it working either way I am a firm believer in early education that I absolutely would change our time.

**Chairman Nathe:** When it comes to class size it would be up to the community or how many kids they want in the program, it is something the state doesn't have to mandate?

**Dawnae Lee:** Yes.

**Rep Schreiber Beck:** Weighing in on class size too, because of the special ed kids I am sure the assistants working in your program with you are related to that fact or are they or is that related that you need someone else in the classroom for assistance?

**Dawnae Lee:** I would say both. I was in charge of 8 children without special needs and I hand-picked them knowing they would be ok and I could handle them and they would still be getting what they need. I would encourage a para professional in every classroom with over 8 students.

**Tom Becker:** In support of SB 2151. We are in support of the bill we understand the jobs today takes a lot more technology than yesterday and the jobs of tomorrow will be even more advanced and education is key and education is important. Shared a personal example to support preschool. (1:38:50- 1:40:09) I hope you support a do pass on SB 2151.

**Fern Pokorny:** North Dakota united. In support of SB 2151 1:41:00-1:42:00) (See Attachment #9).

**Tom Freier: Executive Director of North Dakota Family Alliance Action:** (1:41:02-1:50:22) In opposition to SB 2151. (See Attachment # 10).

**Chairman Nathe:** At the end you say you are reserving the ability of the parents to make decisions regarding the early childhood education. I contend the parents are making that decision now sending these children to these programs and the bill is not mandatory. All we are doing is making a level playing field for the parents. Explain to me when a parent makes a decision to go to an early childhood program, how does that, in your words, diminish the parents involvement or diminish their controlling what is best for their children? When they have already decided to go to that private institution. All we are doing is helping with the financial aspect. I don't see the connection?

**Tom Freier:** The parents are making that decision and they are using their local organizations to do just what you said. Once we add state funding we really are on the path toward incentivizing and bringing it to fruition where the program will not be that



voluntary anymore. They will be enticed, induced. I think a great example is Underwood where the parents have made that choice because they have on a volunteer basis done so. Putting state funding to it would eventually mean more and more children will attend because of the funding. I am not against the children attending if it is on a voluntary basis and the parents are making that decision and are not being enticed and induced to the point where it is taken out of their control.

**Chairman Nathe:** To say enticed and induced makes it sound like is something nefarious and if the state provides the funding and the opportunity for a family to take advantage of it there may be some that can't afford it so what is wrong with that if they choose to decide to do it?

**Tom Freier:** In a dozen years from now would I really believe by the state funding this program it would not turn into a compulsory educational program. I am just looking at past history and once a program is put in place and once state funding is involved and it will eventually lead to that. The second most difficult thing is to pass something and the most difficult thing is to remove it once it is there. That is my view.

**Chairman Nathe:** I would disagree, you could say that about any program where provided state funding it could be compulsory that is the reason I suggested the pilot program.

**Tom Freier:** I like a lot of the things that got brought up here this morning, the parental involvement the 10 hour program.

**Rep Schreiber Beck:** If you weigh it out here, and from your perspective or from your group there is some incentive to send children to daycare. First of all I don't think most moms sit at home when their children are not with them. The parents are working. So you have to have an alternative for the child because you don't just throw them the keys and leave them there. So of the two the day care or a pre-K program, which would be the better of the two in your thoughts?

**Tom Freier:** That is the choice, that is the voluntary choice of the parent. Every child is different. As a parent they need to make the decision what their children needs. Some type of formal education may be what is needed. I think it is an individual situation where the parent should decide.

**Rep Zubke:** I don't disagree with the need to strengthen marriages and families. If you look at this from the perspective that most families are working, we are not really taking the child away from the family we are just taking them out of daycare. In a situation where there is a single parent we are not taking that child out of that family for very long either when you consider the amount of hours in a week. I fail to see the negative aspect that this would have on those children and that family unit?

**Tom Freier:** It may be more subtle, it is that the state is endorsing or condoning as it heads down this path of being stronger in enticing and eventually requiring those 3 and 4 year olds to be in a program that is funded by the state. That sends the message that we are going to do this as a government as opposed to continuing to endorse the fact that



those 3 and 4 year olds should receive their basic upbringing as a family member as a family. I understand with single moms and parents working, but that doesn't relieve them of that duty in my mind. I do see in our society that those folks that are better educated have children that are better educated and the cycle continues. Those that are not better educated themselves eventually have children that are less educated and probably don't have the skills that would be required in a preschool and here we are saying government is going to step in and provide that for them. Here we are saying the government

**Rep Meier:** Has your alliance done any surveys in reference to this bill with your membership?

**Tom Freier:** No. We just have the common knowledge that we support the family unit in relation to the intact family and the importance of that intact family as it relates to the children. The family is very imperfect but even the imperfect family is irreplaceable in that it is the best environment. The very best place for these children to learn those basic fundamentals is in the home.

**Rep Meier:** You are aware of 70% of families have two people working?

**Tom Freier:** Yes.

**Chairman Nathe:** You just said the best environment for the children to learn is the family environment. Is it your groups thinking that nobody should go to early childhood learning program at all and they all should stay home? That is the kind of disconnect I am trying to find here.

**Tom Freier:** I was trying to convey that is the primary place for this to occur. Each child is different and each family should have the ability to make that decision on a voluntary basis and even if it is not coerced. If the state through its legislation and what we do incentivizes and actually endorses something other than that then we have a counter productiveness in that regard.

**Rep Hunskor:** We just heard about 70% working parents, when that mom comes home she is thinking about washing clothes and household duties and doesn't much time for the child. She is also thinking what can I do tonight to help prepare that child for school. But she has all the other duties and it puts stress on that family and not good quality time between the child and mom. If that child was in pre-K and the prespective of that child is ready for school has been taken care of. There would be a much more harmonious relaxed time for that family at home because of that, would you agree?  
I

**Tom Freier:** I agree but I am looking at the parents making that decision and looking at their own family and how they treat that situation. What is the best situation? If the state will eventually makes the program mandatory down the road then there won't be that choice.

**Rep Hunsakor:** But again that is not that child's fault, that she or he is in that situation that both mom and dad works. That puts some responsibility back on what we are doing here to help that situation out for the sake of the child.

**Tom Freier:** I agree with you but one of my main premises is should government take - over that responsibility to the point that parental decision making is no longer possible.

**Chairman Nathe:** I agree with you that the parental decision is possible because they make the decision if they want to go there or not. If you use the words entice and induce it is almost you are making the impression that the minute the state offers this some parent is going to line up like a zombie and send their child there and not give any thought to it. I mean just because they offer it they do not have to send their children to it. This is their option to go there or not, that is the way the bill reads.

**Tom Freier:** Yes. I am saying if there is a continuum where we are now where it is entirely voluntary and if we were to get to the point it is mandatory, there is a point in between there where more and more are going to go and if 90% are doing it might be to the point you almost need to. So maybe the decisions aren't quite as easily made for parents anymore.

**Chairman Nathe:** Yes, I see where you are going, maybe the program proves itself and 90% does go and maybe 90% doesn't go if it doesn't prove itself.

**Vice Chairman Schatz:** Do you think nothing but good can come out of going to preschool, is there anything that might not be so good?

**Tom Freier:** That is up to the parents and determining what the preschool would look like and at what they can do in the home that could possibly do as good or a better job. There is a lot of good that can come but that is why that parent has to have that ability to make that determination.

**Vice Chairman Schatz:** The point I am getting at is can bad habits be learned can there be negatives come out of this?

**Tom Freier:** I am sure there can, but that is for all of us to make that determination. I think the parents should make that decision.

**Rep Mock:** You opposed the current version of SB 2151 and as introduced am I incorrect in that?

**Tom Freier:** That is right, we would like to see another two years of where we are, if the merits of the program are so great and we think they could be it will continue to grow and two years from now you will have a great amount of support for it.

**Rep Mock:** You speak about whether there should be government funded or subsidized early childhood education for 3 and 4 year olds and your organization has also opposed measures regarding mandatory kindergarten and moving up the age of compulsory



education. Can you explain your organizations stand on compulsory education in general? Do you support any level of compulsory education in the state?

**Tom Freier:** Yes. I think we would be very comfortable with the current age we would not be in favor of moving the age lower than what it was.

**Rebecca Forness: Resident of Wahpeton North Dakota:** (2:07:51- 2:16:35) in opposition to SB 2151. (See Attachment # 11).

**Chairman Nathe:** Any other opposition to SB 2151? Seeing None. Closed the hearing on SB 2151.



# 2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee  
Pioneer Room, State Capitol

SB 2151  
3/23/2015  
25240

Subcommittee  
 Conference Committee

Committee Clerk Signature

*Donna Whelan*

## Explanation or reason for introduction of bill/resolution:

Relating to early childhood education provider grants; to amend relating to early childhood education program approval; to provide an appropriation; and to provide an effective date.

## Minutes:

**Chairman Nathe:** Opened the hearing on SB 2151. The early childhood bill and it would provide financial help for parents who send their children to early childhood program of \$ 1000 and \$1500 for any children who are qualified for free or reduced meals. The community would get together and decide if they need this, they bring the stake holders in and if they decide they want this they come up with a program and the program must be approved by DPI and have a licensed program in their early childhood program. The State would also help with finances.

**Rep. Olson:** When the board forums the providers and they create a governing board would they be expected to develop rules that describe exactly what type of services they have to offer in order for the children to be eligible for programs in that jurisdiction. Are they going to create a regulation?

**Chairman Nathe:** It wouldn't be rules because they are coming up with what they want to see in their early childhood program. How they want to do with a input from all the stake holders and once that has been agreed upon then they give that to DPI and get it approved along with a teacher. As far as requirements, once that has been approved by DPI and in place then any parent that chose to go there would automatically qualify for state assistance.

**Rep. Olson:** When you say they will get together and decide what they want to get out of it are they going to propose to DPI a model?

**Chairman Nathe:** Yes, the community gets together to see if there is a need or a desire, they bring in all the stake holders such as schools, private schools, the current early

childhood programs etc. They get together to see if there is a need or desire in that community for it. If the community decides they want it then they get the program developed, then they get it approved by DPI. Then once it is approved the program is run through Commerce and once it is in place in the community then anybody who sends their child to this program is eligible for state assistance.

**Rep. Olson:** Would the proposal include specifications for a maximum class size per teacher or aide?

**Chairman Nathe:** That would be up to the community and they have all the input into it. DPI is to make sure this program is an educational program. This is not daycare. This is a program that is 2-3 days a week for ½ a day and this is a parent's choice if the child goes there it is not state mandated. The parent would say I think it is best if my kid goes there and if the state can help me out it might make it more accessible for their children to attend.

**Rep Meier:** I do have some reservations in doing this, in light of the current budgets. We are currently \$ 5 billion dollars under forecast. I would rather see us take care of what we have in place instead of adding additional programs. I will not support a do pass.

**Vice Chairman Schatz:** When talking about a community coming together, there will be opposition. How much opposition does it take to not go forward? You are talking about a school and what organizations? Is there a vote or a formula to decide if the community does want to go forward?

**Chairman Nathe:** In Section 2 it talks about how they form a coalition board and by service providers anyone in the community that provides service to children. They decide who they want to bring in as far as getting input. If there is people who say we don't need this and they have a current early childhood learning centers are all taking care of it and we don't see a need to do this. Then if there is not support, there is no support.

**Rep Rohr:** I oppose this bill because last session in 2013 we left it up to local control to decide if they had the funds to establish Head Start/ Early Childhood and secondly there is no added value. We have heard a testimony last week that the data suggests there is no added value after two years.

**Chairman Nathe:** As far as the added value, this is a parent decision so if the parent says I think this is what my 4 year old needs. So whether we think it has value or not doesn't matter, what matters is what the parent thinks. If the parent thinks this is good for their child then it is their choice.

**Rep Rohr:** I do think we have something to say about it because we are putting in \$ 6 million dollars.

**Rep B. Koppelman:** I am not probably in favor of the bill in its current form for a few reasons. I had asked Senator Poolman about Section 2 subsection 2 and subsection 3 letters B and C and Section 4 subsection 1 and 2 as well as the school district being in charge of the coalition. It seems like this is heavy handed on the involvement of the public school system and trying to force a level of service that only the public schools can provide



compared to private preschool programs that might meet in the home or in a non-school type environment. Senator Poolman had said that was not the intent, but she has not offered any amendments is my first concern. My second concern is what we said last session. We had all these school districts who were sort of illegally using public funds to run preschools and we said well we are not going to throw them in jail, instead we will say if your locals approve of that you can use local tax dollars for it. If they wanted to go to the vote of the people and get funds earmarked for early childhood that they could do that and it would be specific to their district and the voters as a whole have the ability to say that.

This program as it goes into the public schools and as more want to do it will lead to the need to build more classrooms in the overpopulated districts, the need to increase teacher staff and yet we hear from some districts that are fighting for this that they don't have enough money through the funding formula to do what their K-12 needs are now. This is something we shouldn't dabble in right now. If this was truly a parent's choice we would say you pick any program that you find appropriate without all these rules and we'll give you a tax credit or something like that. I might consider supporting that. This to me is really written to institutionalize public preschool

**Rep Kelsh:** I think there is a whole lot of studies that show there is advantage to having the program that talk about maybe 6 or 8<sup>th</sup> grade in some instances before that advantage of having preschool disappears. The only way we could improve this bill is the disadvantaged student, not necessarily economically disadvantaged but the disabled student, if we could more of these students in preschool and correct those disabilities earlier. It is much cheaper and more effective than waiting until later on. If we could fix the bill somehow to do that.

**Rep Hunskor:** It is \$6 million over the biennium and what happens at the end of the biennium as we go down the road?

**Chairman Nathe:** Since the money runs out after the biennium it has a natural sunset in it already so at the next session we would have to take it up and we would see how it worked. I would like to see a reporting requirement so they would come back to legislative management to talk about the good and the bad and explain how it is working, how many people are taking advantage of this and so forth. I would like to see a reporting mechanism on there.

**Rep Hunskor:** It really is a pilot program and at the end of the biennium decisions will be made to discontinue or go ahead.

**Chairman Nathe:** Yes, and that is why I would like to see a reporting requirement on the bill.

**Rep Looyesen:** I move the amendment to add a reporting requirement to Legislative Management at the end of the biennium .

**Rep D. Johnson:** Seconded

**Rep Kelsh:** Would it be better to have in the second year of the biennium go to Interim Education committee so they could have a response.



**Chairman Nathe:** I don't know if that will be enough time yet. By the time this passes and gets out there I think they will need the full two years to really get a clear picture. I would prefer 2 biennium but it is obviously only good for overreach. We need the full biennium to get the information.

**Rep. Olson:** We are proposing a report, could we describe who we are asking to report and to whom and when.

**Chairman Nathe:** The reporting requirement would be, DPI would report all the information as far as how many programs are started around the state and the results.

**Rep. Olson:** Is it possible with reporting requirement in the bill, is there anything we could do to have the providers somehow identify or register the children that are participating in this program because if we are actually doing a pilot program to study the feasibility and desirability of this type of a subsidy, then we would have to be able track the child at least two years or even 4 or 6 years. To be able to see how the children who are participating in these programs are doing.

**Chairman Nathe:** The bill only goes two years and what you are talking about is in Section 5 page 4 lines 1-7. Right now DPI would be reporting that data and it is in accordance with Section 3. That is where they are collecting the data and that is the data they could report to Legislative Management at the end of the biennium along with any other information they may have.

**Rep Rohr:** I will resist the motion because during the interim we had DPI study the feasibility of early childhood and that study was already completed with the data.

**Voice vote taken. Motion carried.**

**Rep B. Koppelman:** Would you address those couple sections on page 2 line 23 where it says "has documented the provider's willingness to admit children of all learning abilities into the early childhood education program" and how that is echoed over on page 3 starting with line 22. How does that do what Senator Poolman says if you have a private provider that can accommodate 95% of the kids but cannot accommodate the 5% with the highest needs they would still qualify. How would it say they would still be able to qualify? That is what she said, but I don't believe that this says that they could?

**Chairman Nathe:** Page 2 line 23 "has documented the providers willingness to admit children of all learning abilities into the early childhood program". If the coalition wants to do this and they have a provider that cannot provide for the learning abilities for these children then he wouldn't accept the kids or the coalition will not accept him as a provider. It would be up to the coalition who they get for providers and if they don't meet the requirements then the coalition can say, we are not going to do it and maybe our community is not set up to handle that. Thus they wouldn't be able to have the program. Bismarck having many early childhood programs would find a provider or two that could provide this but maybe in a smaller town like Harvey. Their providers may not be equipped for this so they would not be able to do it.



**Rep B. Koppelman:** What you are saying is leading up to my concern. Clearly the superintendent of the school district is the head of the coalition, setting up some criteria, how the board meets and is inviting the public and private providers. Last session we heard that Fargo already had a pre-school program in their schools separate from the Special Ed program. In a city like Fargo they would invite themselves which is the public and they would have private providers, let's say 10 of them, in that if only one of those can provide for the Special Ed students that would disqualify 9 of them. Now you would be left with the public school and a small number of private ones at which point the bulk of this money will be going to the public school for preschool. It doesn't have all the window dressing that suggests this was geared toward public or private, it is really slanted heavy toward public. I don't know how to amend this bill to make it work. They have suggested it helps all these people in small and large towns and in small towns it will be even tougher to find a provider that can do all those things for all children. Don't you think this bill needs to be amended further?

**Chairman Nathe:** No, in my mind it falls at the feet of the coalition to decide who can meet these requirement and who doesn't, it is a community decision with community input.

**Rep B. Koppelman:** When we received email on this bill primarily what I was receiving was emails from communities that had done what we had allowed them to do last session. They had created a preschool program. They went out and fund raised and different things to get funds to run the preschool. Now they can see they can get public dollars so we don't have to work as hard to fund raise, let's backfill these public dollars into what we were getting private dollars for. The further we go into this will lead to less private investment and more public investment, I believe. I will resist this bill. I move a Do Not Pass on SB 2151.

**Chairman Nathe:** Before we get to that point I want to make a comment. The money goes to the parents so if the parents decide to send their children to this program, the money follows the children not the school. The programs would still have their costs for providing the services. There has been a motion for a Do Not Pass SB 2151 is there a second?

**Rep Rohr: Seconded.**

**Rep Schreiber Beck:** We brought up the kids that need special services and if those kids qualified they are to be served by a school district. It is mandatory service. That really isn't an element because if I have a child that is physically and mentally disabled, that child is eligible at age 3 for service. So that doesn't necessarily fit into this element that we are talking about, number one. Secondly the other aspect I believe we are trying to pinpoint here is the fact that if you have children that don't fit into that program and are somewhat delayed but are still not program eligible, that assists those children markedly to be up to speed to help enter a kindergarten or first grade. That is where the emphasis lies to me when I look at this.

**Rep B. Koppelman:** What I was getting at is the way the bill is written and you had a child who is eligible for those services after age 3 but the parents chose not to accept those services with the public school and wanted to use a private preschool then they would have access to any one and any of these providers would have to be prepared to take them.



This does not say any learning ability that isn't already provided for by the other preschool allowances for Special Ed. This says all learning abilities so this suggests that those would be included here. Now it is not a practical thing that would happen every day but it could in essence disqualify providers who may never have a request for that because they can't sign a form saying I can provide for 100% of everybody. That is where I had concern with the language.

**Rep Rohr:** The other point I want to make again with the research that is out there and the data that there is no added value. Most of it is all social and behavioral development that the 3 and 4 year olds are in need of at that age and I think that is a responsibility of the parent and not the government.

**Rep Meier:** I think what Rep B. Koppelman is trying to say is that any time you start accepting public dollars you would have to be ADA compliant.

**Rep. Olson:** Apart from the education, the tracking and all these other things, one of my biggest concerns is how we have this going through the Department of Commerce. We are essentially establishing a public-private relationship here. Which is a form economic development in a sense, my concern is the supply and demand of the preschool services, we are going to be meddling with the monies and the grants. One email I received in support of the bill from an individual up in Wishek said that this year's preschool is so large that they are only offered the program ½ day per week. Looking ahead the next few year's classes are so large and so there is a high demand for preschool. People are looking for teachers, looking for classes and demand is high and supply is low which means the price will go higher as people build out to fill in these services. If we subsidize this that will increase demand even further. Are we going to put pressure on the already strained system of preschool service providers? If we do put that kind of pressure on, then what happens if we take off the pressure? If we put in a subsidy and the market expands its supply in order to meet the demand we fuel, we are going to be sort of expected to keep subsidizing it you will have all these service providers that have built up to accommodate this new demand and if the demand slacks off then you will have people that are closing shop, preschool teachers that are losing their jobs. Then they will be up here at the legislature demanding we continue this program. If we are going to do state money in education I think the proper place is to keep it within the realm of actual state operation.

**Rep Hunsakor:** I hear from both sides of the isle, I think there is a great unknown out there. How do we know what will happen if 4 year olds are given this training. There is a huge potential that it could be good. It might be bad. We are never going to know if we don't step into this for two years. So at the end of two years you can kick it out, if it doesn't work. You weigh the \$ 6 million dollars against the potential of knowing and the future of the young people and our state. That is what I feel.

**Rep Kelsh:** The new people on the committee probably need to know that last year the lady from Wishek was in here. They worked hard down there to get their program going and they asked for some help. Our help was to tell them to go home and keep the bake sales going. I think that is a little wrong and I think it is time to support the people who put some effort into doing this and are doing it right.



**Vice Chairman Schatz:** I would like to respond to Rep Hunsakor's comments that we won't know. We had Rebecca Forness said in her testimony that we do know because Tennessee's preschool and other studies have been done and there hasn't been any significant improvements.

**Chairman Nathe:** any other discussion? Seeing none the clerk will take the roll on a Do Not Pass on SB 2151.

**A Roll Call Vote was taken. Yes: 5 No: 8 Absent: 0. Motion Failed.**

**Rep D. Johnson: Do Pass as Amended on SB 2151 and rereferred to Appropriations.**

**Rep Looyen: seconded.**

**A Roll Call Vote was taken. Yes: 8 No: 5 Absent: 0.**

**Rep Schreiber Beck: will carry the bill.**

3/23/15

March 23, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2151

Page 1, line 4, after the semicolon insert "to provide for a superintendent of public instruction study and report to legislative management;"

Page 4, after line 7, insert:

**"SECTION 6. SUPERINTENDENT OF PUBLIC INSTRUCTION STUDY - REPORT.** During the 2015-2016 interim, the superintendent of public instruction shall study the implementation of a uniform system for the accounting, budgeting, and reporting of data by an early childhood education provider who has received a grant distributed in accordance with section 3 of this Act. The superintendent of public instruction shall report its findings to the legislative management by August 1, 2016."

Renumber accordingly



Date: 3/23/15  
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 2151

House Education Committee

Subcommittee

Amendment LC# or Description: amendment to add reporting requirement added to legislative management.

- Recommendation:  Adopt Amendment  
 Do Pass     Do Not Pass     Without Committee Recommendation  
 As Amended     Rerefer to Appropriations  
 Place on Consent Calendar  
Other Actions:  Reconsider     \_\_\_\_\_

Motion Made By Rep. Looyen Seconded By Rep. Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe			Rep. Hunsakor		
Vice Chairman Schatz			Rep. Kelsh		
Rep. Dennis Johnson			Rep. Mock		
Rep. B. Koppelman					
Rep. Looyen					
Rep. Meier					
Rep. Olson					
Rep. Rohr					
Rep. Schreiber Beck					
Rep. Zubke					

*Vote!*

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

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

*Motion Passes.*

Date: 3/23/15  
 Roll Call Vote #: 2

**2015 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2151**

House Education Committee

Subcommittee

Amendment LC# or Description: 15.0432.02002

Recommendation:  Adopt Amendment  
 Do Pass  Do Not Pass  Without Committee Recommendation  
 As Amended  Rerefer to Appropriations  
 Place on Consent Calendar  
 Other Actions:  Reconsider  \_\_\_\_\_

Motion Made By Rep. Koppelman Seconded By Rep. Rohr

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe		✓	Rep. Hunskor		✓
Vice Chairman Schatz	✓		Rep. Kelsh		✓
Rep. Dennis Johnson		✓	Rep. Mock		✓
Rep. B. Koppelman	✓				
Rep. Looyzen		✓			
Rep. Meier	✓				
Rep. Olson	✓				
Rep. Rohr	✓				
Rep. Schreiber Beck		✓			
Rep. Zubke		✓			

Total (Yes) 5 No 8

Absent 0

Floor Assignment \_\_\_\_\_

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

*Motion failed*



Date: 3/23/15  
 Roll Call Vote #: 3

**2015 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2151**

House Education Committee

Subcommittee

Amendment LC# or Description: 15.0432.02002

Recommendation:  Adopt Amendment  
 Do Pass  Do Not Pass  Without Committee Recommendation  
 As Amended  Refer to Appropriations  
 Place on Consent Calendar  
 Other Actions:  Reconsider  \_\_\_\_\_

Motion Made By Rep. Johnson Seconded By Rep. Looyen

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe	✓		Rep. Hunsakor	✓	
Vice Chairman Schatz		✓	Rep. Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Mock	✓	
Rep. B. Koppelman		✓			
Rep. Looyen	✓				
Rep. Meier		✓			
Rep. Olson		✓			
Rep. Rohr		✓			
Rep. Schreiber Beck	✓				
Rep. Zubke	✓				

Total (Yes) 8 No 5

Absent 0

Floor Assignment Rep. Schreiber Beck

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

**REPORT OF STANDING COMMITTEE**

**SB 2151, as engrossed: Education Committee (Rep. Nathe, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (8 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2151 was placed on the Sixth order on the calendar.

Page 1, line 4, after the semicolon insert "to provide for a superintendent of public instruction study and report to legislative management;"

Page 4, after line 7, insert:

**"SECTION 6. SUPERINTENDENT OF PUBLIC INSTRUCTION STUDY - REPORT.** During the 2015-2016 interim, the superintendent of public instruction shall study the implementation of a uniform system for the accounting, budgeting, and reporting of data by an early childhood education provider who has received a grant distributed in accordance with section 3 of this Act. The superintendent of public instruction shall report its findings to the legislative management by August 1, 2016."

Renumber accordingly



2015 HOUSE APPROPRIATIONS

SB 2151

# 2015 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee Roughrider Room, State Capitol

SB 2151  
4/2/2015  
Job #25785

- Subcommittee  
 Conference Committee

Committee Clerk Signature

*Kenneth M. Torbeck*

### Explanation or reason for introduction of bill/resolution:

A BILL for an Act to create and enact four new sections to chapter 15.1-37 of the North Dakota Century Code, relating to early childhood education provider grants; to amend and reenact section 15.1-37-01 of the North Dakota Century Code, relating to early childhood education program approval; to provide for a superintendent of public instruction study and report to legislative management; to provide an appropriation; and to provide an effective date.

### Minutes:

Attachment: #1.

Chairman Jeff Delzer opened the hearing on SB 2151.

**Chairman Jeff Delzer** passed out written testimony from Sen. Tim Flakoll. (Att. #1)

**Rep. Mike Nathe** spoke on the bill: It would set up an early childhood program that would be at the request from the superintendent. Basically, if a community sees a need to have an early childhood program, they would get all the stakeholders together, private providers, the schools, anybody that they see fit, they would have a discussion. If they see there is a need for it, they would then develop their program. It would require that they have a licensed teacher; once the program has been developed, it is then run through DPI and must be approved by DPI before the program is incorporated in their community. Again, this is a community-driven program; only if they want to have it do they then do this. One interesting note on line 2 of page 21, it incorporates parental involvement. So the parents are involved with at least 10 hours in the program. What the bill does from a monetary standpoint: if a family decides they want to have their child go through the early childhood program, and again these programs are typically two or three days a week, two or three hours a day. We heard some testimony that some schools have it one full day once per week, but typically they're two or three hours a day for two or three days a week. The average cost for a program like this is somewhere between \$2000 to \$2600 for a school year. The bill has in it, money-wise, would be \$1000. If a parent decides, my 4-year-old, we think it's important he/she goes to this approved program, the bill would then provide them \$1000 to help offset the cost. If they qualify for free and reduced meals, they then would qualify for \$1500 to help them reach those costs, and then the family would pay the difference in the costs of the early childhood program. They talk about first-come, first-served; if you don't meet the requirements, the program will step in. I know the \$6-million



was in Commerce; I'm not sure what Appropriations has done with that. There is a reporting requirement in the bill, back on page 4. So we want to know how this program is working. Just to give you a little background, last session there was a lot of discussion on early childhood; we ended up passing a bill that would do a study on early childhood in North Dakota. As a result of that study, it showed there was a need and a desire for an early childhood program. This is being driven by our constituents out there. If you want, you can always refer to the study. I did some research and I saw what we spent last session. Money for child care services for work force development, quality improvement, child care credential grants, child care grants and loans, child care assistant programs. We spent a total of almost \$25-million. So we are spending money on these young children right now. The bill before you sets up an education requirement, at least helps them get that education requirement that we're not doing right now. \$3-million the first year and \$3-million the second year. It was discussed that this would affect about 6000 children in the state, that would probably take advantage of this. There were estimates that there are 10,000-12,000 four-year-olds in ND, so when they did the fiscal note, they took half of that. This bill takes a lot of good points from various programs. It would be tailor-made North Dakota program, very much our own model. This is not a mandate. This is something by parent choice. If the parent wants to put their child through this program, it's their choice. All we're saying with the bill is, if you decide to do this, we'll help offset some of those costs.

**Chairman Jeff Delzer:** Did you ask what percentage of children get reduced meals?

**Nathe:** We did not, but we can always find that out.

**Chairman Jeff Delzer:** Brady, ask the Department that. This is based on \$1000 per 6000 students; that would be the \$6-million. That's a number we need to know. The biggest question is what this could cost the state in years to come. The other question is, how is this constitutional? Because we're talking about you're not supposed to pay for non-public schools, and this could be a non-public school.

**Nathe:** This would be programs that are set up with the private sector involved. The money would follow the child.

**Chairman Jeff Delzer:** Did you have discussion in committee about the constitutional legality of doing it?

**Nathe:** No, we did not. We heard a lot of positive discussion from other programs, the schools that are doing this, And they're doing it right now, and get private donations and such.

**Chairman Jeff Delzer:** They're not necessarily using taxpayer dollars to pay the parents.

**Nathe:** They are using taxpayer dollars to help some of this. Last session we gave the districts the opportunity to use any of the local moneys to set this up, and we went from 40 districts to almost 70. So they are using some of this money for these programs.

**Chairman Jeff Delzer:** They're doing it for the programs, but they're not doing it for the individuals sending their kids to the program.



**Nathe:** Those programs, a lot of them, are set up through the schools.

**Representative Dosch:** To answer the constitutional issues; it requires that the program be open to all, so you can't just limit it to public schools or non-public schools; and as long as the money follows and is paid to the child, and not goes to any one particular institution, it has been found to be constitutionally sound.

**Chairman Jeff Delzer:** Where?

**Representative Dosch:** In about 23 states that have the Blaine (SP?) in the constitution.

**Chairman Jeff Delzer:** But not in ND, to your knowledge"

**Rep. Dosch:** It hasn't been tested in North Dakota yet, but ours is similar to the other states, where it has been proven constitutional.

**Representative Bellew:** On page 4, you have a data collection requirement? Would you explain that?

**Nathe:** We took that as test scores or anything that measures their progress. So when we come back and ask, is this program working after this biennium? Is this worth going forward? We then have some information to see if it's working or not.

**Chairman Jeff Delzer:** Did you put the appropriation in, or did it come from the Senate with it in?

**Nathe:** It came from the Senate that way, and I believe it was in the original bill.

**Chairman Jeff Delzer:** If it was in the original bill, there should not have been a fiscal note with it.

**Brady Larson, Legislative Council:** It was in the original bill, and I'm not sure about the fiscal note; why one was requested.

**Chairman Jeff Delzer:** That's pretty rare to ask for a fiscal note when you have an appropriation because the appropriation covers that.

**Representative Streyle:** There was \$6-million in the Commerce budget, that we took out, too. I'm not sure why that was in there to begin with.

**Representative Boehning:** Will there be any savings in the other programs that you mentioned. You said there was like \$23-million that we spend currently on some of the other programs. With this program, will we save any money in those programs? Or is that money that will be put to use for more kids?

**Nathe:** No, because the other programs pay for other early childhood services, and not the education component. My point was that the bill would now add that education component to the \$25-million that we're doing for early child services.

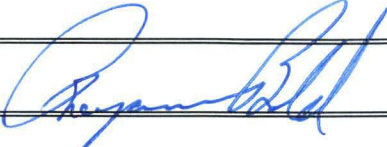
Chairman Jeff Delzer closed the hearing on SB 2151.

# 2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee  
Roughrider Room, State Capitol

SB 2151  
4/8/2015  
26041

- Subcommittee  
 Conference Committee



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act to create and enact four new sections to chapter 15.1-37 of the North Dakota Century Code, relating to early childhood education provider grants; to amend and reenact section 15.1-37-01 of the North Dakota Century Code, relating to early childhood education program approval; to provide for a superintendent of public instruction study and report to legislative management; to provide an appropriation; and to provide an effective date.

## Minutes:



**Chairman Jeff Delzer:** This is a bill that provides 1,000 dollars to anyone who wants an income tax credit to anyone who wants to send their child to a preapproved pre-K function and 1,500 dollars if they are reduced and free meals.

**Representative Monson:** I do have an amendment that originally everybody got 1,500 dollars and it goes to the facility or organization that is running the pre-school so it does not go to the parents. Originally it was to do 1,500 dollars per child and we put together an amendment that shows no money would go to that facility for kids who are not at risk. Those that are on reduced meals would get 1,000 dollars paid to the facility on their behalf and those that are on free meals would get 2,000 dollars on their behalf. The cost is roughly 2,500 dollars per student. So in most cases if you were a parent with a child at that poverty level you would still have to pay 500 dollars for the program. If you are on reduced meals you would have to pay 1,500 dollars in most cases. If you don't qualify for free or reduced then you have to pay the full cost.

**Representative Hogan:** Could the non-state sharing of the low income children be paid by community types of grants so that someone else could donate that or would it have to be paid by the parents?

**Representative Monson:** My understanding is yes they can raise all kinds of private funds.

**Representative Hogan:** So in some ways this is more a matching program.



**Representative Monson:** That is how I understood it.

**Representative Vigesaa:** For someone who would want to enroll their four year old in a program like this and maybe don't have any siblings in schools, how would they find out if they qualify for the free or reduced? What kind of process would that be?

**Representative Monson:** I am not sure. If they are going to have one of these in the community whoever is running it, they would certainly want to get that information out to everyone. I would think they would certainly have those forms available at the schools.

**Representative Vigesaa:** The bill itself has language in there that you have to be approved by DPI and it has to be certified teachers and all that stuff.

**Representative Brandenburg:** I take my grandkids to pre-school and they send papers home in their little bags all the time. I'm sure that is how it will work.

**Representative Sanford:** Section 2 talks about how you would start a program and organize it where there would be committee meetings by the school district so I think that would be a place where all those kinds of issues would be ironed out.

**Representative Monson:** I move amendment .02005.

**Representative Bellew:** Second.

Motion to Adopt Amendment .02005.  
Motion made by Representative Monson.  
Seconded by Representative Bellew.  
Voice vote.  
Motion carries.

**Chairman Jeff Delzer:** We have the amended bill before us, is this going to do anything to the fiscal note?

**Representative Monson:** I have not seen a fiscal note although I would have to believe that it would come down quite a bit.

**Chairman Jeff Delzer:** It's actually not a fiscal note it's an appropriation in the bill so do we need to adjust the appropriation in the bill? I would guess we should consider cutting that to 4 million or something that way.

**Representative Monson:** Approximately 40 percent of the kids are going to be on free or reduced meals, so it could possibly be something like 2 or 3 million. 3 million should be plenty I would think but I am not sure.

**Representative Holman:** Was there any discussion about the pool of candidates or children for this, verses what this covers of that pool?

**Chairman Jeff Delzer:** The bill before us covers everyone. Part of their discussion on why the amendment would be valid is to make sure that the people that needed the help to send their children to this would be the ones that would be receiving it.

**Representative Monson:** I want to point out that this was not dropped into our section we just took this upon ourselves to talk about this, those in the EE section because we have the K-12 bill. This is not our committee but I will move a Do Pass on 2151.

**Chairman Jeff Delzer:** I think we need to have a discussion about the money I don't think we should leave it at 6 million.

**Representative Sanford:** The cohort would 10,000 students, so if you assumed 40 percent, that would be 4,000 if everybody attends.

**Chairman Jeff Delzer:** 2 million a year would more than cover if it is basically what you are saying.

**Representative Guggisberg:** If you figure that there are 4,000 students and average 1,500 dollars that would be 6 million, but that would be if every child who is eligible did it.

**Representative Streyle:** I believe this is a delayed implementation. This is only half of a biennium so the 6 million dollars is for one year in the original form of the bill that passed earlier.

**Chairman Jeff Delzer:** Does the bill have language in that anything not used is returned?

**Representative Monson:** DPI is going to pass this through to the department of commerce so whatever is not used I'm thinking should be carried over.

**Chairman Jeff Delzer:** They should only request what they are using. I think we should change that number to 3 million.

**Representative Monson:** I move to further amend and change that 6 million in section 7 to 3 million.

**Representative Kempenich:** Second.

Motion to Further Amend .02006 changing the 6 million dollars in section 7 to 3 million dollars.

Motion made by Representative Monson.

Seconded by Representative Kempenich.

Voice vote.

Motion carries.

**Representative Monson:** I move a Do Pass As Amended on .02006.

**Representative Hogan:** Second

**Chairman Jeff Delzer:** I think we probably did improve the bill some. I know if we pass this out it will certainly go to conference to some degree. It does kind of mirror head start a little bit, which a lot of us have been real concerned about taking over federal money. I don't know if head start qualifies for this or not. Personally I am very uncomfortable with the idea of us starting to talk about funding pre-K in anyway shape or form, because if it is 10,000 students pretty soon you are talking 18 to 20 million dollars. I am not sure we are going to have the money to do that in the future years.

Motion for a Do Pass As Amended on SB 2151.

Motion made by Representative Monson.

Second by Representative Bellew.

Total yes 13. No 9. Absent 1.

Motion carries.

Floor assignment Representative Dosch.



April 10, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2151

In lieu of the amendments adopted by the House as printed on page 1111 of the House Journal, Engrossed Senate Bill No. 2151 is amended as follows:

Page 1, line 4, after the first semicolon insert "to provide for a superintendent of public instruction study and report to legislative management;"

Page 2, line 30, remove "one thousand five"

Page 2, line 31, replace "hundred" with "two thousand"

Page 3, line 1, remove "or reduced"

Page 3, line 2, remove "one thousand dollars for each child so"

Page 3, line 3, replace "enrolled who is not eligible for free or reduced lunches" with "one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.]"

Page 4, after line 7, insert:

**"SECTION 6. SUPERINTENDENT OF PUBLIC INSTRUCTION STUDY - REPORT.** During the 2015-16 interim, the superintendent of public instruction shall study the implementation of a uniform system for the accounting, budgeting, and reporting of data by an early childhood education provider who has received a grant distributed in accordance with section 3 of this Act. The superintendent of public instruction shall report its findings to the legislative management by August 1, 2016."

Page 4, line 9, remove "out of any moneys in the general fund in the state treasury, not"

Page 4, line 10, replace "otherwise appropriated," with "from special funds from the department of public instruction"

Renumber accordingly

82  
4/13/15

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Page 4, line 10, replace "\$6,000,000" with "\$3,000,000"

Renumber accordingly







Date: 4/19/15  
 Roll Call Vote #: 3

2015 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES

BILL/RESOLUTION NO. 2151

House: Appropriations Committee

Subcommittee

Amendment LC# or Description: 15.0432.02000

Recommendation:  Adopt Amendment  
 Do Pass  Do Not Pass  Without Committee Recommendation  
 As Amended  Rerefer to Appropriations  
 Place on Consent Calendar  
 Other Actions:  Reconsider  \_\_\_\_\_

Motion Made By: Monson Seconded By: Hogan

Representatives	Yes	No	Absent
Chairman Jeff Delzer		✓	
Vice Chairman Keith Kempenich		✓	
Representative Bellew		✓	
Representative Brandenburg	✓		
Representative Boehning		✓	
Representative Dosch	✓		
Representative Kreidt		✓	
Representative Martinson	✓		
Representative Monson	✓		
Representative Nelson	✓		
Representative Pollert			AB
Representative Sanford	✓		
Representative Schmidt		✓	
Representative Silbernagel		✓	
Representative Skarphol		✓	
Representative Streyle	✓		
Representative Thoreson	✓		
Representative Vigesaa		✓	
Representative Boe	✓		
Representative Glassheim	✓		
Representative Guggisberg	✓		
Representative Hogan	✓		
Representative Holman	✓		
TOTALS	13	9	1

Assignment: Dosch

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

**REPORT OF STANDING COMMITTEE**

**SB 2151, as engrossed and amended: Appropriations Committee (Rep. Delzer, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (13 YEAS, 9 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2151, as amended, was placed on the Sixth order on the calendar.**

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Renumber accordingly



2015 TESTIMONY

SB 2151

#1

1/13/2015

## **SB 2151**

### **SENATOR TIM FLAKOLL**

Good morning Mr. Chairman and members of the Senate Education committee. For the record I am Senator Tim Flakoll of District 44 in Fargo.

I am pleased to present you with SB 2151. It is the result of years of strategic planning and work with many of the state's top early childhood education experts. Some of those individuals have joined us today and are here for support or to testify before the committee.

First a little background:

- 1) We have also for many years provided early childhood education for 3-4 year olds who are deemed to require special education. Currently we have 936.82 ADM for special education early childhood education.
- 2) It was only four years ago in the 2010-2011 school year that North Dakota took a big step forward and migrated from funding half-day kindergarten to provided full funding for all day kindergarten in the 2010-2011 school year. This occurred well ahead of many other states including our neighbors in Minnesota.
- 3) In the 2011 session we also launched a program called Gearing Up For Kindergarten which is a very popular and successful program in about 57 communities in the state. This program has a relative short period of exposure but a unique feature of the programs is that it requires the parents to be in attendance. During the current biennium we invest about \$650,000 or \$340/child in this program.
- 4) In the 2013 session (SB 2229 - Sen. Poolman was prime sponsor) we set up the provision to allow local school districts to access mills for early childhood education. Prior to that there was a prohibition on districts from using local funds for early childhood education.
- 5) This past session the Legislature we also mandated that the Department of Public Instruction study early childhood education during the interim and provide options for the best delivery of those programs.

That is where we are today.

After exhaustive efforts by education leaders and stakeholders across the state I am pleased to help introduce SB 2151 the comprehensive early childhood education bill this session.

The bill will focus on 4 year old children and will allow a smooth transition into kindergarten without any gaps. The proposed legislation will appropriate \$6 million in

state funds. That will cover approximately 6,000 four year olds which are estimated to participate in the initial program in the state. The funding will begin in 2016-2017 the second year of the biennium which will allow districts and providers adequate time to develop quality programs that will both teach children as well as prepare them developmentally. This will allow a seamless transition from this program into our all-day kindergarten program.

This program will provide scholarship grants of \$1,000 per eligible child which will cover about half the cost of a program. The proposal will also provide \$1,500 for eligible children from lower income families (Richard B. Russell free and reduced designation) to ensure that this program is available to as wide an audience as possible.

So to be clear, the funds follow the child to the provider much like with our merit scholarship program where the dollars follow the student to the college of their choice. It is important to note that this program is available to both public and private providers.

To help insure quality programs the proposal requires a least 400 hours of contact time spread out over 32 weeks (about 7 months). This translates to floor of at least 12 hours per week.

It is important to also note that attendance by children is not mandatory/required. I would vigorously resist any efforts to mandate attendance.

While this will have a strong education focus, I would be remiss I did not mention that it will provide a great financial support for families in the state. I think that it will allow more individuals to either enter the workforce or increase their hours from part-time to full time. This is a vital consideration as we look to fill the more than 25,000 open jobs in the state.

Participation in high-quality education-based programs for four year olds is associated with greater school readiness and achievement, higher rates of educational attainment and socioeconomic status, and lower rates of crime.

### **Now into the bill.**

Page 1, Section 1 requires that the providers provide a teacher who is licensed in early childhood in North Dakota.

If you turn to page 2 of the bill you will see one of the great ideas that came out of the interim work. Superintendent Baesler will largely cover this, but the bill requires school districts to call a meeting of all providers within their geographical school district boundaries. These community coalitions will develop one .....or more plans and



1

applications which must be submitted and approved by the state before the provider is eligible to receive money on behalf of the child and their family. So as example in Fargo is could have one from the local school district, one from Oak Grove private school and one from the YWCA.

Now if you flip over to page 3 you will see that payments will be made to providers once per quarter and those providers must provide documentation to the child's family that state payments have been received.

If the provider fails to meet the reporting requirements then they are subject to sanctions as you will see in 3.b

Section 4 requires the collection of data. We will want to visit as a committee to make sure we are getting the information on student progress that we desire. We want to make sure we are measuring student progress and the provider programs.

Section 5 near the bottom of page 3 carries the language for the \$6 million appropriation. I would note that there is a double up of the appropriation as the Governor supports this program and placed \$6 million in the commerce bill for this program. We will need to reconcile those dollars.

Finally if you go to page 4 you will see that the payments begin in the second year of the biennium. But please note, that the work of the community coalitions will begin in year one in order to ensure they have plans in place at the start of the second year of the biennium.

I will also note that I will be bringing to the committee two points that have been suggested by others in recent days. First, those providers may not cherry pick but to have more of a universal acceptance policy. Second, that we should help produce the highest quality programs as possible, and to that end I think we need to discuss if we wish for all programs to be reviewed by the local school districts that would provide advice and any recommendations to grant proposals. That document I believe should be included in the grant application.

Mr. Chairman, this bill is about kids and their families. I am sure there are probably many people in this room who would tweak it a little to better suite their needs. But I did not introduce this bill for anyone but kids and their families.

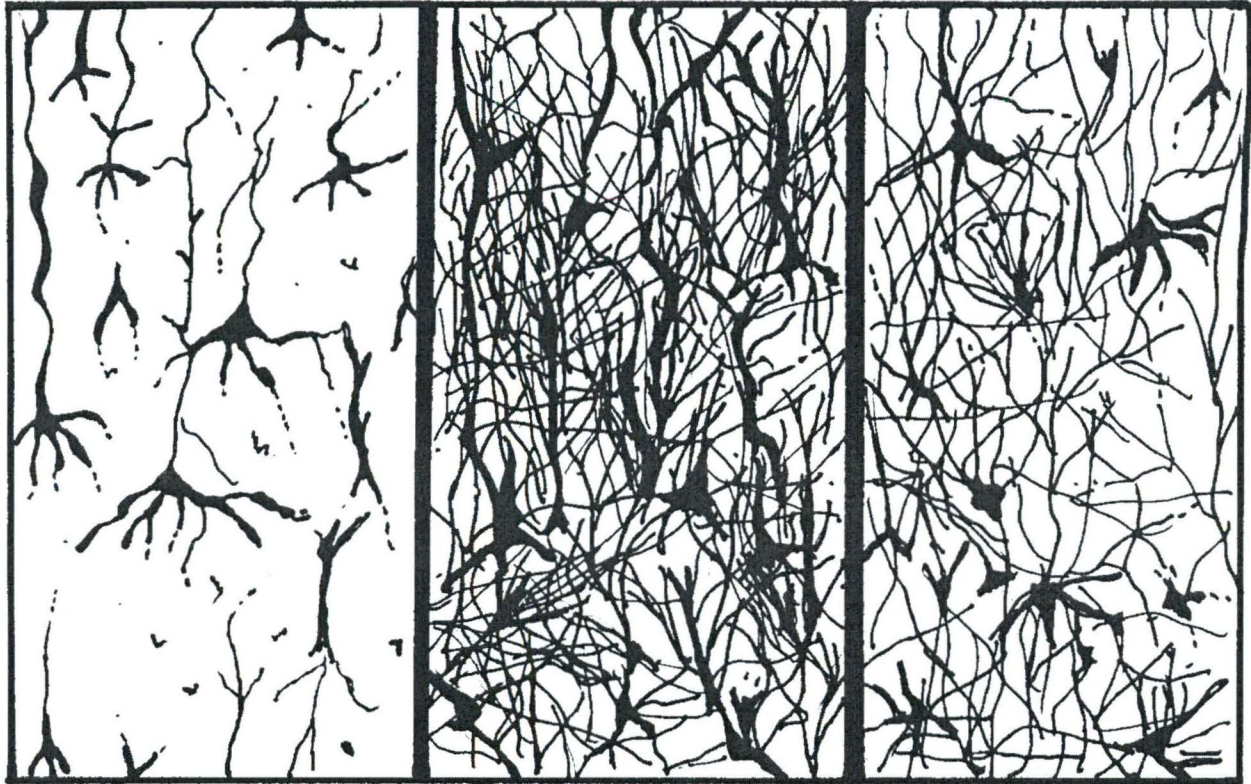
In some ways we are threading the needle with this bill. If the various providers and stakeholders hold their support till perfection is reached in their eyes, we will never get this legislation passed. So I would remind advocates that a dead bill serves no one. Absolutely no child or nor organization.

Fast facts:

Advances in brain research show that 85% of brain development happens before the age of 5.

A 3 year old child's brain is twice as active as an adult's brain. (NDSU Extension FS-609)

Synaptic density in the human brain



At Birth

At 7 years of age

At 15 years of age

We all know that there is compelling data on the value of exposing young children to learning and developmental opportunities when they are best able to absorb it.

Mr. Chairman and colleagues on the Senate Education committee I ask for your support of this important piece of legislation.

### End ###



#16

1/13/2015

Public School Kindergarten Enrollment History  
source: School Finance Facts

ID	District Name	2009	2010	2011	2012	2013	2014
01-013	Hettinger 13	25	22	22	29	20	24
02-002	Valley City 2	81	85	86	78	78	76
02-007	Barnes County North 7	22	25	21	23	26	19
02-046	Litchville-Marion 46	6	6	9	8	12	7
03-005	Minnewaukan 5	30	19	32	23	32	25
03-006	Leeds 6	14	4	9	7	10	8
03-009	Maddock 9	12	11	11	12	13	9
03-016	Oberon 16	5	6	12	8	11	9
03-029	Warwick 29	26	27	29	27	18	18
04-001	Billings Co 1	4	4	13	13	11	8
05-001	Bottineau 1	45	38	40	59	63	65
05-017	Westhope 17	5	6	16	18	11	13
05-054	Newburg-United 54	10	3	4	5	7	9
06-001	Bowman Co 1	37	25	48	48	43	42
06-033	Scranton 33	7	4	10	11	8	8
07-014	Bowbells 14	5	3	3	9	4	12
07-027	Powers Lake 27	6	13	13	16	13	20
07-036	Burke Central 36	11	6	12	11	11	10
08-001	Bismarck 1	829	850	942	973	997	989
08-025	Naughton 25	-	-	2	1	3	2
08-028	Wing 28	6	8	5	8	5	12
08-029	Baldwin 29	-	2	-	-	-	-
08-033	Menoken 33	4	4	6	5	1	1
08-035	Sterling 35	3	2	2	4	4	3
08-039	Apple Creek 39	8	11	10	8	4	10
08-045	Manning 45	-	3	1	2	-	1
09-001	Fargo 1	874	825	894	933	874	910
09-002	Kindred 2	43	47	53	46	50	68
09-004	Maple Valley 4	17	16	15	12	21	14
09-006	West Fargo 6	629	621	739	772	840	889
09-007	Mapleton 7	13	10	11	13	18	16
09-017	Central Cass 17	56	71	66	63	68	70
09-080	Page 80	14	12	16	10	19	16
09-097	Northern Cass 97	47	42	43	49	42	47
10-019	Munich 19	4	7	5	6	9	6
10-023	Langdon Area 23	19	19	30	21	27	27
11-040	Ellendale 40	28	36	23	19	30	24
11-041	Oakes 41	31	39	34	49	46	44
12-001	Divide County 1	22	23	27	28	34	28
13-016	Killdeer 16	19	21	23	26	44	33
13-019	Halliday 19	-	4	8	6	11	9
13-037	Twin Buttes 37	4	7	2	7	6	5
14-002	New Rockford-Sheyenne 2	26	23	19	28	18	26
15-006	Hazelton-Moffit-Braddock 6	12	5	7	9	7	8
15-010	Bakker 10	1	1	3	1	5	1
15-015	Strasburg 15	6	8	10	12	3	6
15-036	Linton 36	17	24	19	19	18	21
16-049	Carrington 49	31	43	36	42	44	26
17-003	Beach 3	22	16	14	17	21	22
17-006	Lone Tree 6	3	2	7	3	5	4
18-001	Grand Forks 1	570	539	637	640	642	642
18-044	Larimore 44	25	27	24	27	21	44



1b

Public School Kindergarten Enrollment History  
source: School Finance Facts

ID	District Name	2009	2010	2011	2012	2013	2014
18-061	Thompson 61	38	37	28	27	38	40
18-125	Manvel 125	18	15	19	18	14	19
18-127	Emerado 127	9	15	14	17	15	8
18-128	Midway 128	10	13	8	16	7	14
18-129	Northwood 129	26	16	19	17	19	21
19-018	Roosevelt 18	5	7	8	9	6	6
19-049	Elgin-New Leipzig 49	9	15	15	13	12	16
20-007	Midkota 7	8	7	9	12	14	11
20-018	Griggs County Central 18	24	17	12	21	15	24
21-001	Mott-Regent 1	19	18	15	20	17	19
21-009	New England 9	10	9	21	8	18	16
22-001	Kidder County 1	20	32	20	18	30	21
22-014	Robinson 14	-	1	-	1	-	-
23-003	Edgeley 3	20	19	20	17	15	18
23-007	Kulm 7	10	7	11	13	12	11
23-008	LaMoure 8	22	27	15	32	26	23
24-002	Napoleon 2	20	11	17	20	18	15
24-056	Gackle-Streeter 56	1	8	5	5	10	16
25-001	Velva 1	26	29	26	35	39	42
25-014	Anamoose 14	9	9	16	15	14	15
25-060	TGU 60	23	21	23	30	36	25
26-004	Zeeland 4	1	7	3	2	1	3
26-009	Ashley 9	12	8	12	6	9	6
26-019	Wishek 19	10	18	18	18	20	21
27-001	McKenzie Co 1	40	44	65	77	114	135
27-002	Alexander 2	7	9	10	14	19	19
27-014	Yellowstone 14	4	7	10	8	12	9
27-032	Horse Creek 32	1	-	-	-	-	-
27-036	Mandaree 36	12	25	23	28	21	5
28-001	Wilton 1	10	8	19	17	20	18
28-004	Washburn 4	18	17	22	19	28	26
28-008	Underwood 8	16	15	18	16	13	9
28-050	Max 50	17	16	10	12	13	16
28-051	Garrison 51	19	29	25	26	23	32
28-072	Turtle Lake-Mercer 72	17	9	11	18	10	11
28-085	White Shield 85	12	8	11	6	3	14
29-003	Hazen 3	40	47	43	52	37	47
29-027	Beulah 27	50	52	71	57	45	59
30-001	Mandan 1	232	249	278	265	284	305
30-004	Little Heart 4	3	2	4	3	1	5
30-013	Hebron 13	14	20	16	18	20	11
30-017	Sweet Briar 17	4	2	3	2	1	2
30-039	Flasher 39	12	11	12	14	14	22
30-048	Glen Ullin 48	11	15	10	11	21	16
30-049	New Salem-Almont 49	27	22	21	42	29	19
31-001	New Town 1	77	63	71	37	73	84
31-002	Stanley 2	39	43	38	46	54	61
31-003	Parshall 3	24	18	22	29	26	32
32-001	Dakota Prairie 1	21	17	18	25	19	15
32-066	Lakota 66	12	6	13	15	15	9
33-001	Center-Stanton 1	12	17	19	19	22	25
34-006	Cavalier 6	30	32	30	34	33	34

## Public School Kindergarten Enrollment History

source: School Finance Facts

ID	District Name	2009	2010	2011	2012	2013	2014
34-012	Valley 12	8					
34-019	Drayton 19	12	13	13	13	13	15
34-043	St Thomas 43	4	5	5	3	8	1
34-100	North Border 100	32	29	27	21	31	19
34-118	Valley-Edinburg 118		11	15	13	15	10
35-001	Wolford 1	5	5	-	4	3	3
35-005	Rugby 5	34	41	39	44	37	59
36-001	Devils Lake 1	129	116	136	121	136	154
36-002	Edmore 2	-	-	-	-	3	4
36-044	Starkweather 44	4	5	9	4	6	7
37-006	Ft Ransom 6	4	5	3	3	3	4
37-019	Lisbon 19	50	34	51	46	60	39
37-024	Enderlin Area 24	25	19	36	31	21	28
38-001	Mohall-Lansford-Sherwood 1	28	24	30	26	27	29
38-026	Glenburn 26	16	19	19	28	19	28
39-008	Hankinson 8	22	19	28	18	15	14
39-018	Fairmount 18	10	9	11	4	8	9
39-028	Lidgerwood 28	11	17	16	8	10	17
39-037	Wahpeton 37	90	92	100	86	104	80
39-042	Wyndmere 42	13	20	18	12	19	13
39-044	Richland 44	18	25	22	15	18	21
40-001	Dunseith 1	31	28	24	38	38	36
40-003	St John 3	23	26	22	27	36	35
40-004	Mt Pleasant 4	17	18	20	15	21	28
40-007	Belcourt 7	133	154	129	145	146	130
40-029	Rolette 29	9	5	16	9	10	13
41-002	Milnor 2	15	11	15	18	19	15
41-003	North Sargent 3	18	18	11	17	19	23
41-006	Sargent Central 6	10	11	10	9	15	5
42-016	Goodrich 16	-	2	-	4	-	2
42-019	McClusky 19	5	2	7	6	6	4
43-003	Solen 3	18	8	24	14	19	7
43-008	Selfridge 8	3	4	10	5	6	7
44-012	Marmarth 12	1	2	-	1	2	3
44-032	Central Elem 32	-	-	-	1	1	-
45-001	Dickinson 1	249	218	242	260	286	332
45-009	South Heart 9	14	9	20	22	18	28
45-013	Belfield 13	13	17	16	15	14	16
45-034	Richardton-Taylor 34	22	22	16	26	20	20
46-019	Finley-Sharon 19	4	12	8	6	6	10
47-001	Jamestown 1	164	158	179	162	154	164
47-003	Medina 3	8	6	5	15	14	10
47-010	Pingree-Buchanan 10	5	10	17	10	15	11
47-014	Montpelier 14	7	6	6	4	3	9
47-019	Kensal 19	3	3	4	4	2	10
48-010	North Star 10	16	15	24	18	29	25
48-028	North Central 28	-	3	-			
49-003	Central Valley 3	15	12	14	22	12	14
49-007	Hatton Eielson 7	8	15	14	15	17	15
49-009	Hillsboro 9	26	30	29	43	35	44
49-014	May-Port CG 14	35	32	38	46	29	45
50-003	Grafton 3	73	60	74	80	80	53

Public School Kindergarten Enrollment History  
source: School Finance Facts

ID	District Name	2009	2010	2011	2012	2013	2014
50-005	Fordville-Lankin 5	-	2	4	2	2	2
50-008	Park River Area 8					45	37
50-020	Minto 20	13	19	23	18	18	21
50-078	Park River 78	20	28	25	29		
50-106	Edinburg 106	6					
50-128	Adams 128	4	4	5	-		
51-001	Minot 1	622	663	658	742	716	749
51-004	Nedrose 4	21	25	36	34	40	46
51-007	United 7	53	43	52	47	56	54
51-016	Sawyer 16	12	3	12	11	4	3
51-028	Kenmare 28	24	29	19	34	26	29
51-041	Surrey 41	31	32	32	39	35	40
51-070	South Prairie 70	14	22	18	30	28	27
51-161	Lewis and Clark 161	30	24	22	27	37	29
52-025	Fessenden-Bowdon 25	12	9	13	14	16	10
52-035	Pleasant Valley 3	2	-	-	-	-	
52-038	Harvey 38	29	20	29	34	35	37
53-001	Williston 1	181	175	244	265	298	259
53-002	Nesson 2	13	14	24	15	29	23
53-006	Eight Mile 6	10	9	15	15	14	25
53-008	New 8	24	21	31	36	43	41
53-015	Tioga 15	16	29	18	47	38	62
53-099	Grenora 99	8	6	14	15	11	15
Grand Total		7,470	7,446	8,236	8,575	8,822	9,033



#2  
1/13/2015

SB 2151

Chairman Flakoll and Members of the Education Committee:

I am Senator Joan Heckaman from District 23 and I am here to lend my support to this bill.

As a former educator and special education teacher, I can verify the importance of early education and early interventions in the success of students. I am sure you will be hearing many success stories and the importance of this program.

While I support this bill, I would like to add an amendment for you to consider when you deliberate over this piece of legislation. My amendment will provide a weighting factor of .20 for the 2015-16 school year for those school that already support pre-K programs.

I received the following information from DPI on the number of children enrolled as of 10-31-14. 72 schools had 1,407 students in pre-K programs. At a weighting factor of .20 for the first year of the biennium, that would be a cost of approximately \$1896 per student for a total of \$2,668,000. I leave the proposed amendment in front of you today.

Learning opportunities are best captured when individuals are developing skills that will carry forward into a positive education experience not only for the children but also for their families.

I ask for your support not only for SB 2151 but also for the amendment I have handed out.

Thank you and I would stand for any questions.

Senator Joan Heckaman

January 12, 2015

# 26

1/13/2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 1, line 3, replace "section" with "sections 15.1-27-03.1 and"

Page 1, line 4, after "program" insert "funding and"

Page 1, after line 5, insert:

**"SECTION 1. AMENDMENT.** Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-27-03.1. (~~Effective July 1, 2013, through June 30, 2015~~) Weighted average daily membership -- Determination.**

1. ~~For each school district, the superintendent of public instruction shall multiply by:~~
  - a. ~~1.00 the number of full-time equivalent students enrolled in a migrant summer program;~~
  - b. ~~1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;~~
  - c. ~~0.60 the number of full-time equivalent students enrolled in a summer education program;~~
  - d. ~~0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;~~
  - e. ~~0.30 the number of full-time equivalent students who:~~
    - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and~~
    - (2) ~~Are enrolled in a program of instruction for English language learners;~~
  - f. ~~0.25 the number of full-time equivalent students enrolled in an alternative high school;~~
  - g. ~~0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;~~
  - h. ~~0.20 the number of full-time equivalent students who:~~
    - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and~~

- (2) Are enrolled in a program of instruction for English language learners;
- i. ~~0.17 the number of full-time equivalent students enrolled in an early childhood special education program;~~
- j. ~~0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;~~
- k. ~~0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;~~
- l. ~~0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;~~
- m. ~~0.07 the number of full-time equivalent students who:~~
  - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;~~
  - (2) ~~Are enrolled in a program of instruction for English language learners; and~~
  - (3) ~~Have not been in the third of six categories of proficiency for more than three years;~~
- n. ~~0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];~~
- e. ~~0.003 the number of students enrolled in average daily membership in each public school in the district that:~~
  - (1) ~~Has acquired and is utilizing the PowerSchool student information system;~~
  - (2) ~~Has acquired and is in the process of implementing the PowerSchool student information system; or~~
  - (3) ~~Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and~~



- p. ~~0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.~~
- 2. ~~The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.~~

**(Effective after June 30, 2015) Weighted average daily membership - Determination.**

- 1. For each school district, the superintendent of public instruction shall multiply by:
  - a. ~~1.00 the number of full-time equivalent students enrolled in a migrant summer program;~~
  - b.a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
  - e.b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;
  - d. ~~0.50 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;~~
  - e.c. ~~0.300.40~~ the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
    - (2) Are enrolled in a program of instruction for English language learners;
  - d. 0.27 the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
    - (2) Are enrolled in a program of instruction for English language learners;
  - f.e. 0.25 the number of full-time equivalent students under the age of twenty-one, enrolled in grades nine through twelve in an alternative high school;
  - g. ~~0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;~~
  - h. ~~0.20 the number of full-time equivalent students who:~~

- (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and~~
  - (2) Are enrolled in a program of instruction for English language learners;
- f. 0.20 the number of students representing that percentage of the total number of students in average daily membership in kindergarten through grade three, which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.];
  - g. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
  - h. 0.20 the number of full-time equivalent students enrolled in an early childhood education program provided by the school district and approved in accordance with section 15.1-37-01;
  - i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
  - j. 0.15 the number of full-time equivalent students, in grades six through eight, enrolled in an alternative education program for at least an average of fifteen hours per week;
  - k. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
  - ~~k.l.~~ 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
  - ~~l.m.~~ 0.07 the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
    - (2) Are enrolled in a program of instruction for English language learners; and
    - (3) Have not been in the third of six categories of proficiency for more than three years;

- ~~m.n.~~ 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
  - ~~n.~~ 0.006 the number of students enrolled in average daily membership in each public school in the district that:
    - (1) ~~Has acquired and is utilizing the PowerSchool student information system;~~
    - (2) ~~Has acquired and is in the process of implementing the PowerSchool student information system; or~~
    - (3) ~~Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and~~
  - o. 0.01 the number of students enrolled in average daily membership, in order to support the provision of a third day of professional development activities;
  - p. 0.005 the number of students enrolled in average daily membership, in order to support the provision of a fourth day of professional development activities;
  - q. 0.005 the number of students enrolled in average daily membership, in order to support the provision of a fifth day of professional development activities; and
  - r. ~~0.0040.0022~~ the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.
2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership."

Page 2, line 24, replace "2" with "3"  
 Page 3, line 20, replace "3" with "4"  
 Page 4, line 1, remove "3 and"  
 Page 4, line 1, after "4" insert "and 5"  
 Renumber accordingly



Testimony on SB 2151

January 13, 2015

#3

1/13/2015

Chairman Flakoll and members of the committee, my name is Nicole Poolman, state senator from District 7 representing Bismarck and Lincoln. I am excited to be back before you today to discuss early childhood education in North Dakota, and I would ask for your support of Senate Bill 2151.

You have a number of people here today to talk about the value of high quality early childhood programs. Access to these programs is particularly important for children growing up in low income families. We know that the achievement gap begins before these children enter kindergarten, and this bill is our attempt to help close that gap.

What I love about this bill is that it allows local providers to come together to do what is best for children in their community. Needs vary from place to place, and it didn't take long for us to realize that a one-size-fits-all approach was not going to work for North Dakota. Our \$1,000 investment in each child will create programs that currently do not exist, open up slots in areas where needed, and improve the quality and quantity of early childhood education programs across the state.

The growing need for these programs can be seen in Wishek, North Dakota. Two years ago, their preschool had 16 students. Today they have 27, and parents are constantly raising money to maintain the program. In order to keep it free (40% of their students are on free and reduced lunch), the children only get one half-day of preschool per week. Parents know it is inadequate, but it is all they can currently afford. This state investment will be a game changer for their program and others like it all over the state, and I ask today for your support.

1/1

# 41

1/13/2015

2151

**TESTIMONY ON SB ~~2089~~<sup>2151</sup>**  
**SENATE EDUCATION COMMITTEE**  
**January 13, 2015**

**By: Kirsten Baesler, State Superintendent**  
**701-328-4570**  
**Department of Public Instruction**

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Chairman Flakoll and Members of the Committee:

Good morning, my name is Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to testify in support of Senate Bill ~~2089~~<sup>2151</sup>.

As an educator I know early childhood education is important. We know it helps children learn when they are most ready and most eager to learn. Anyone who has spent time with a four-year-old knows how curious they are and how many questions they ask.

As an educator I also follow the research that proves early childhood education encourages brain development and improves a child's ability to learn for a lifetime. Medical

advancements have shown us that stimulating environments that expose children to quality early learning activities actually thickens the cortex of a child's brain - and more extensive, sophisticated neuron structures are developed. These neuron structures within the brain then last a lifetime and contribute to a lifetime of intelligence building and behavior maturity. Simply put these neuron structures make children more able to learn as teenagers and adults.

Quality early education programs also build emotional and social skills students need later in school. When I was employed in the Bismarck public school system as a vice principal I saw these underdeveloped interpersonal skills cause numerous visits to the principal's office for my first and second graders.

Early childhood education helps children acquire the skills they need to follow directions, work with peers and finish projects.



If a child can't stay in the classroom because of social problems they miss important teaching and learning moments which further widens the learning gap. Quality early education opportunities for all of our students helps prevent student achievement gaps from ever forming between lower income children and their higher income peers.

According to the most recent census, the majority of North Dakota's four-year-olds are already in some kind of "day-care" setting and 73 percent of North Dakota children age zero to 5 live in homes where both the mother and father are working - yet only 36 percent of North Dakota's three and four-year-olds are enrolled in an early childhood care or education program.

That ranks as the fifth-lowest in the nation. SB <sup>2151</sup>2089 would provide the opportunity for communities to provide quality early childhood education programs and give their children better

access to stimulating learning environments during that time away from their parents.

I was in the classrooms and hallways of our schools for over 24 years before becoming state superintendent. Even now I try to visit a classroom or school building at least a few times a month and I will tell you educational opportunities and expectations are different for this generation of students. The 21<sup>st</sup> Century is asking more of our students. In North Dakota more high school credits are required to graduate than just a generation ago and more jobs require a higher level of learning and understanding than even just a few years ago. Nearly 80% of our North Dakota jobs will soon require at least a high school diploma and some college or training certificate. We must provide our children the best preparation for their future that lies ahead for them.

North Dakota was a leader in the nation in providing all-day, every day kindergarten, but according to the National Institute for Early Education Research, North Dakota is one of only 10 states that does not provide any state support for general early childhood education programs. The vast majority of other states are doing it because it works and North Dakota should strive to be a leader once again.

Two years ago the 63rd Legislature provided two opportunities for early childhood education. The Legislature invited school districts to start their own programs if they chose through use of local tax dollars, and the Legislature also asked for a comprehensive study of the early childhood education and care issue in our state.

Some school districts did establish early childhood education programs with the limited local dollars available to them. As of August 1, 2014 there were 65 North Dakota school



districts with early childhood education programs. Twenty-one of them use at least 10 percent local funds, 11 of them use 100 percent local tax dollars, and the rest use a combination of tuition, donations, special education allocations or bake sale fundraisers to fund their programs.

The results of the Early Care and Education (ECE) study showed a clear need for better information to inform our legislature, the growing need for quality early care and education programs, and the disparity of quality early education programs available across our state. The 2013-2014 school year recorded less than 30 percent of North Dakota's school districts operating an approved early childhood education program and 21 of our 53 counties had no early childhood education opportunities available at all!

The ECE study committee members -comprised of daycare providers, private preschool managers, principals,

superintendents, teachers and non-profit leaders - worked hard to collect the limited available data. The policy subcommittee continued the hard to work try to determine a solution that would work for all students in every community. The long hours of discussion, deliberation and brainstorming determined there wasn't a single one-size-fits-all solution that would meet the needs or situation of every community in our state. Thus, the idea of community generated solutions and partnerships that you see detailed in SB <sup>2151</sup>~~2089~~ eventually emerged. My deepest gratitude is extended to those members of the committee and their stakeholders for embracing the idea of this community oriented solution to allow the opportunity for more four-year-olds to be in quality education environments this biennium than there was last biennium.

Mr. Chairman and members of the Senate Education Committee,

I ask that you support Senate Bill <sup>2151</sup>2089 and vote yes for a “do-pass recommendation”. This concludes my testimony.

Thank you for your time and I would be pleased to answer any questions you may have.



#5

1/13/2015

**Testimony  
Senate Bill 2151  
Senate Education Committee  
Senator Tim Flakoll, Chairman  
January 13, 2015**

Chairman Flakoll, members of the Senate Education Committee, I am Jennifer Barry, the Early Childhood Services Administrator with the Department of Human Services. I am here today in support of Senate Bill 2151.

This bill provides direction for districts to form a coalition of early childhood service providers. These coalitions may encourage partnerships between public and private early childhood programs and may serve as a resource to all early childhood service providers, including child care providers.

The grant funding described in this bill is not specific to one type of early childhood service provider and would be accessible to programs that are eligible for approval under North Dakota Century Code section 15.1-37-01, provided that the program is a participating member of the coalition. For private child care and preschool providers who are eligible for approval, this funding would enhance the quality of early childhood education services provided to pre-kindergarten aged children and could potentially be used to address the wage disparity between teachers with equal qualifications who work in private child care and preschool programs and those who work in public pre-kindergarten programs.

For licensed child care and private preschool providers who do meet the approval requirements, this bill offers one more resource for enhancing

the quality of services offered and for retaining qualified providers and staff.

This concludes my testimony. I am happy to answer any questions you might have.

Testimony of Andy Peterson  
Greater North Dakota Chamber of Commerce  
SB 2151  
January 13, 2015

Mr. Chairman and members of the committee, my name is Andy Peterson, I am the President and CEO of the Greater North Dakota Chamber, the champions for business in North Dakota. GNDC is working on behalf of our more than 1,100 members, to build the strongest business environment in North Dakota. GNDC also represents the National Association of Manufacturers and works closely with the U.S. Chamber of Commerce. As a group we stand in support of SB 2151.

By investing in Early Childhood Education today, we prepare our workforce of the future, creating a strong foundation for innovation and prosperity in North Dakota. Children who received a quality early childhood education have shown:

- Higher high school graduation rates
- Higher median incomes as working adults
- More home ownership
- And fewer arrests and incarcerations

There are many educational experts who can better speak to the studies and how Early Childhood Education prepares students, we agree with their findings but I wanted to share some of what we would consider the direct/immediate impacts this investment could make. As we are faced with a workforce shortage in North Dakota, investment in Early Childhood Education can help ease that pressure on many fronts.

- **Allows an alternative to Daycare** – By helping ease some of the pressure on our exceedingly over taxed daycare system, Early Childhood Education opportunities could help open some additional spots for other families.
- **Allows full participation of the workforce** – Not only does Early Childhood Education prepare our future workforce, but it allows current families to have both spouses working should they choose to do so by, again, easing the pressure on our daycare system
- **Fully prepared workforce** – The goal of every parent is a child who is successful and able to take care of their obligations, in order to do that the child must be prepared for college or their career, investment in Early Childhood Education has been shown to better prepare students for both college and career.
- **Return on investment** – Early Childhood Education leads to a more educated workforce which in turn drives our economy forward. Investments at this stage of life have been shown to pay dividends in the future through higher earnings, less dependency on government programs.
- **Quality of life** - Today's young professionals are seeking communities where they can enjoy their work and nurture their young families.

Because of those reasons we would urge a DO PASS recommendation on SB 2151. I would be happy to answer any questions you might have.

Champions  Business

PO Box 2639 P: 701-222-0929  
Bismarck, ND 58502 F: 701-222-1611



# 7  
1/13/2015

## SB 2151 – Early Childhood Community Grants

Testimony – NDCEL – North Dakota Council of Educational Leaders

My name is Dr. Aimee Copas – Executive Director for the North Dakota Council of Educational Leaders. Additionally I serve as a Governor Appointed Commission for North Dakota to the Education Commission of the States. Thank you for the opportunity to visit with you regarding our support of SB 2151.

### About The Education Commission of the States – (ECS)

The Education Commission of the States was created by states, for states, in 1965. We track state policy trends, translate academic research, provide unbiased advice and create opportunities for state leaders to learn from one another.

### What sets ECS apart

- ECS does not take sides. ECS is not an advocacy organization.
- ECS is non-partisan. By law, our chair alternates between Democratic and Republican governors every two years. ECS provides a platform for meaningful dialogue wherever you stand.
- ECS covers the P-20 spectrum. ECS works with policymakers, researchers and practitioners at all levels of education, from pre-K to postsecondary and beyond.
- ECS crosses silos in governance. ECS is the only state-focused national organization to bring together governors, state legislators, K-12 and higher education department chiefs and other education leaders.

### Preschool Does Matter

ECS studies indicate that children who participated in high-quality preschool programs were

- 25% less likely to drop out of school
- 40% less likely to become a teen parent
- 50% less likely to be placed in special education
- 60% less likely to never attend college
- 70% less likely to be arrested for a violent crime.

We as educational leaders in the state are acutely aware of the need for Pre-K education for all communities in our state. We are also aware of the roadblocks that exist in our state. We enter into this conversation with a long term vision for education of our youth. We see a time down the road where we can assure an opportunity for Pre-K for all youth in ND to better set them up for success. Because of our state's intense need to move in this direction we do support SB 2151. We do offer to the committee 3 suggestions that we believe would strengthen the bill.

1. That any community-based plan approved under the grant process must provide a commitment to serve all students eligible and applying for pre-k services, under the same principles governing a public school as relates to access.
2. That locally elected school board members – charged with oversight of education in a community be a part of the community process in so much that as the local early childhood board gets to the point of grant readiness, that they bring their intent and plan to a school board meeting for advisement and input.
3. That there be legislative intent that this process is not an in-road to school vouchers.

Thank you for your time and consideration.

Mr. Chairman and members of the committee, I am pleased to appear before you today to testify in favor of Senate Bill 2151. My name is Allison Driessen and I am the President of the North Dakota Head Start Association. The North Dakota Head Start Association represents over 3200 low income children and families served by fourteen programs.

Advocates in the field of early care and education have worked the past three legislative sessions to take North Dakota off the map as one of the ten states not investing in early childhood education. Efforts include requests for state funding for Head Start, pre-kindergarten through school districts, child care funding including quality enhancement and rating scales, facilities and child care assistance benefits to families. This bill combines the efforts of the advocates and legislative body and places the responsibility with the communities to determine how to best serve children.

My testimony highlights three sections of the bill that are critical in ensuring effective programs that support school readiness of North Dakota's children.

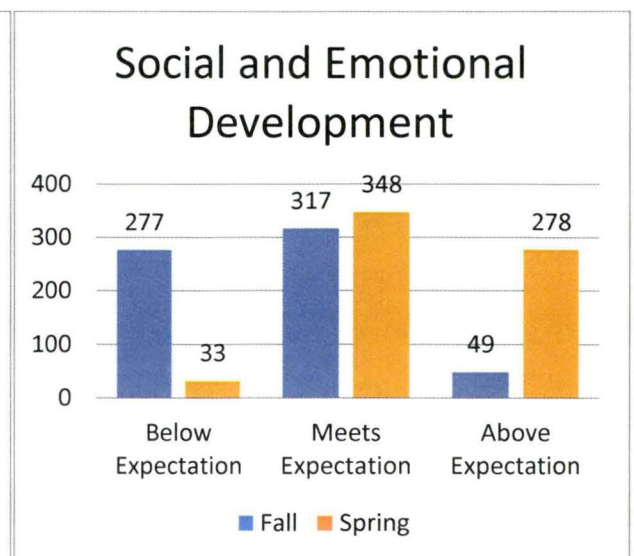
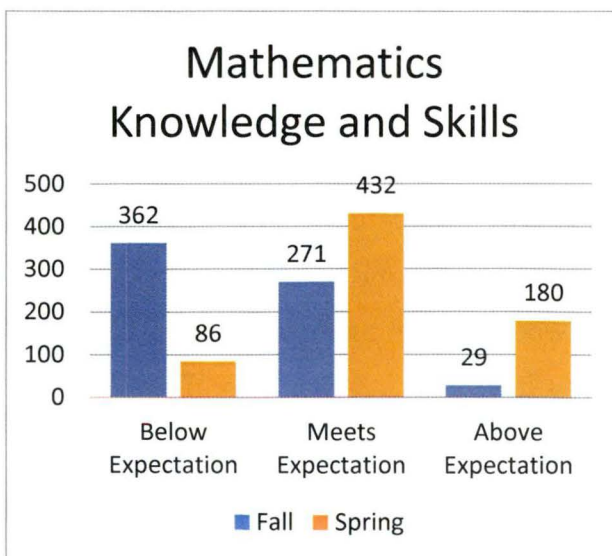
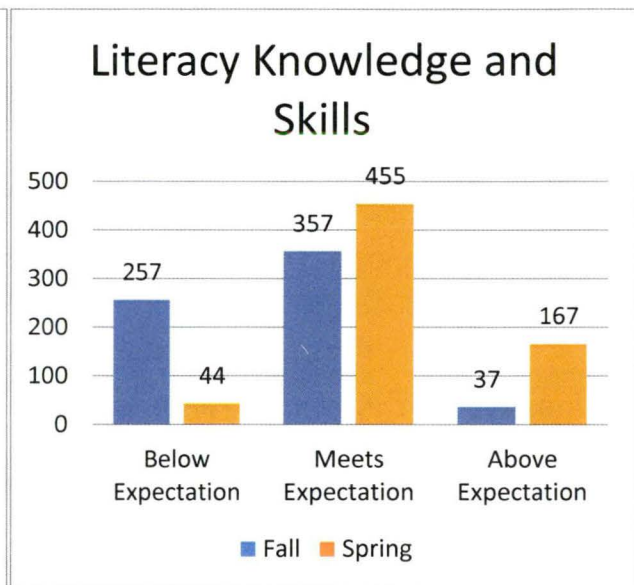
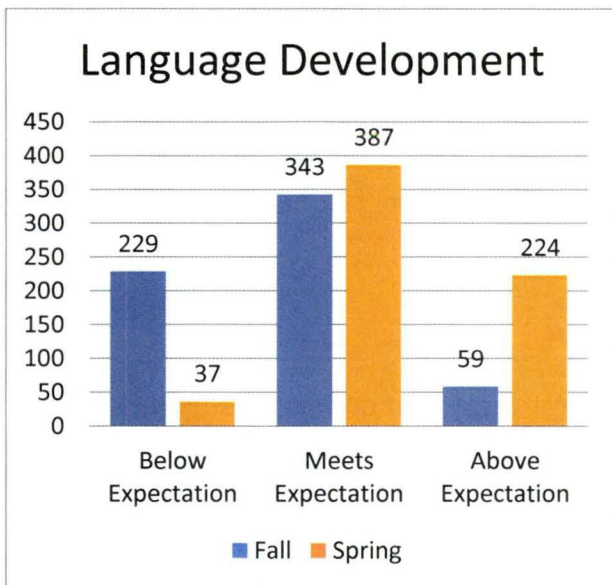
The first section I commend is the development of Early Childhood Education Coalitions. The coalition approach encourages communities to maximize services and resources. Collaborative planning extends beyond educating children and aligns expectations for work force issues, economic development, and is responsive to social challenges impacting the community. In an optimal coalition, all children receive the same educational opportunities, regardless of income.

The second quality measure in the bill is requiring programs to follow the educational standards approved by the Superintendent of Public Instruction. This guarantees that practices are developmentally appropriate and support expectations for future learning. The state pre-kindergarten standards identify the knowledge and skills essential to prepare young children for school. The standards were written by experts in the field of early childhood education. The standards serve as safeguards to ensure children will receive educational opportunities that will promote individual success and not hinder or harm children.



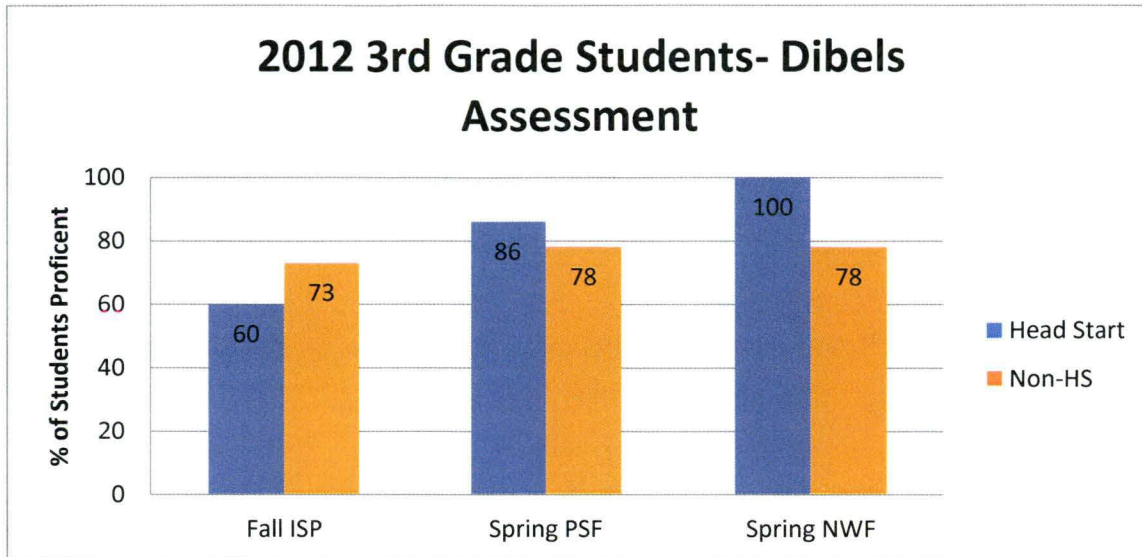
The third highlight is the data collection requirements. Data collection and analysis in the simplest of terms answers the why, what and the how. It allows teachers to set goals, track progress, analyze strengths and weaknesses. Data provides accountability and confirms that North Dakota's investment in early childhood education is successful. The state has longitudinal data systems in place to demonstrate the long term results of early education and to refute the outdated belief of the fade out theory.

Head Start has a long history of data collection and analysis of young children. The following charts demonstrate achievements of 4 year old children that participated in Head Start in 2013-2014.





Sweetwater Elementary in Devils Lake has been tracking children who attended Head Start vs children who did not attend Head Start and are receiving free or reduced lunches since 2008. The Head Start children have maintained considerable gains over children who did not attend Head Start.



On behalf of the Association I express our gratitude for the legislative body to take on this effort. With all new endeavors, the objective is to lay an effective foundation. It is with great respect that I request you consider potential improvements to this pioneering legislation. It is the Association’s opinion that these recommendations will help solidify the foundation you have begun.

The first recommendation is to ensure children with the greatest need receive the services. Programs must have an eligibility system that determines children with the greatest need. The “first come first serve” approach may eliminate at risk children. At risk families are focusing on paying next month’s rent or staying safe, not completing an application for fall registration.

The second recommendation is to amend the educational requirements of teachers. The North Dakota Education and Practices Board declared a Critical Shortage Area Declaration. Due to the severe teacher shortages in rural areas and the oil patch, the

Board reconsidered the 2014-2015 shortage area at the April 2014 meeting. All content/degree areas are considered shortage areas.

Educational requirements of teachers must be amended because this bill does not provide adequate funding to assist districts in recruiting or sustaining full time licensed professionals. Even with financial support, the licensed professionals are not available. The birth to third grade license (B3) has been in existence in North Dakota for less than five years. Prior to the B3 license, early childhood professionals working in school districts held licenses in preschool special needs or kindergarten endorsements. Many prekindergarten teachers have bachelor's degrees in child development and family studies or associate's degrees in early childhood education. To remain true to the success of the early childhood coalitions, the committee must have options to utilize existing early childhood professionals in the community and allow provisional licensure recognized by the Department of Public Instruction.

I appreciate the opportunity to speak to the committee and look forward to working closely with the Department of Public Instruction, local school districts and the child care community to ensure all children, regardless of income, have access to high quality early learning experiences that will school readiness and future academic success.

# 9  
1/13/2015

**SB 2151**  
**Senate Education Committee**  
**Tuesday, January 13, 2015**

Chairman Flakoll and Members of the Committee:

I am Linda Reinicke, Program Director for Child Care Aware, a program of Lutheran Social Services in western ND. Child Care Aware helps parents find child care, trains child care staff, and provides technical assistance to child care businesses.

The ND Department of Human Services contracts with Lutheran Social in western ND and Lakes & Prairies Community Action in eastern ND to deliver Child Care Aware services throughout the state. Our agencies work together to offer consistent services, and I speak on behalf of Child Care Aware of North Dakota.

Because SB 2151 encourages communities to be creative when determining the best options to deliver Pre-K on a local level, I'd like to speak to this bill thru the lens of the child care industry. I want to share 1) the number of 4 year olds currently in child care, 2) how delivery of Pre-K in full-day, full-year programs benefits children and parents, and 3) how other states strengthened child care and community-based program participation in their Pre-K initiatives.

**First, some data about the size and reach of the child care industry.** In ND, 1,348 licensed child care programs collectively care for 28,973 children.

**State-Licensed Child Care Program Type and Capacity (2014)**

Type of license	Family	Group in a home	Group in a facility	Center	Total
Number of Programs	361	718	112	157	1,348
Licensed Capacity	3,027	10,003	2,239	13,604	28,873
Reported Size of Workforce	382	1,021	503	2,813	4,719
Estimated # 4 year olds enrolled	1,549		374	2,570	4,493

*Child Care Aware of ND data collected from child care programs, September, 2014*

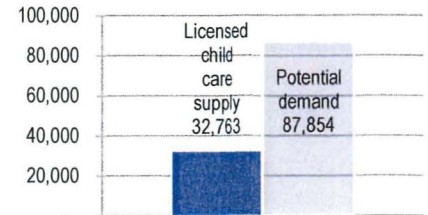
Pages 2 gives a profile of child care in North Dakota and page 3 offers county-by-county child care data.

1/5



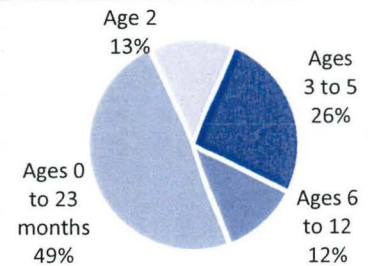
### Children Potentially Needing Child Care

	<u>0-2 yrs</u>	<u>3 yrs</u>	<u>4-5 yrs</u>	<u>6-12 yrs</u>	<u>Total</u>
Children in State by Age <sup>1</sup>	27,529	9,324	18,511	58,045	113,409
% of Children Ages 0 to 5 with All Parents in the Labor Force <sup>1</sup>					73.8%
% of Children Ages 6 to 13 with All Parents in the Labor Force <sup>1</sup>					80.9%
Children Ages 0 to 5 potentially needing child care due to parents in workforce					40,883
Children Ages 6 to 12 potentially needing child care due to parents in workforce					46,970
Capacity of state-licensed child care programs (family, group, center, school-age <sup>3</sup> )					32,763
Current Child Care Assistance Program Recipients Age 0-13 <sup>1</sup>					4,381
Percent to which supply meets potential demand					37%



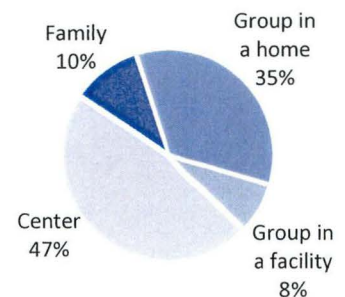
### Referral Requests (July 2013 to June 2014, includes Child Care Aware® phone inquiries and internet searches)

Total children needing care as requested through Child Care Aware®	7,198
Ages 0 to 23 months	3,488
Age 2	963
Ages 3 to 5	1,871
Ages 6 to 12	876
Total children needing care before 7:00 a.m.	808
Total children needing care beyond 6:00 p.m.	406
Total children needing care Saturdays or Sundays	343



### State-Licensed Early Childhood Program Type and Capacity<sup>2</sup> (2014)

	<u>Family</u>	<u>Group in a home</u>	<u>Group in a facility</u>	<u>Center</u>	<u>Total</u>
Number of Programs	361	718	112	157	1,348
Licensed Capacity	3,027	10,003	2,239	13,604	28,873
Reported Vacancies <sup>4</sup>	251	574	188	556	1,569
Providers/Capacity Added	153/1205	62/827	31/617	13/673	259/3322
Providers/Capacity Lost	73/525	98/1251	12/210	11/519	194/2505
Programs open before 7:00 a.m.	82	193	30	77	382
Programs open after 6:00 p.m.	18	35	6	16	75
Programs open on Weekends	10	21	2	7	40
Reported Size of Workforce	382	1,021	503	2,813	4,719
State-licensed school-age programs <sup>3</sup>		53	with a licensed capacity of		3,890



### Annual Cost of State-Licensed Child Care<sup>2</sup>

<u>Age of Child</u>	<u>Home-based Programs</u>		<u>Centers and Group Facilities</u>	
	<u>Average</u>	<u>Highest Rate</u>	<u>Average</u>	<u>Highest Rate</u>
Ages 0 to 17 months	\$6,822	\$13,520	\$8,211	\$16,640
18 to 35 months	\$6,653	\$13,520	\$7,915	\$15,080
Ages 3 to 5	\$6,534	\$11,700	\$7,507	\$14,040

[www.ndchildcare.org](http://www.ndchildcare.org)

<sup>1</sup> 2014 ND Kids Count Fact Book

<sup>2</sup> Child Care Aware® of North Dakota NACCRRAware Database (surveyed between January and June 2014)

<sup>3</sup> School-age care numbers reflect programs licensed exclusively as before and after school programs under Early Childhood Services rules. Not all school-age programs are required to be licensed. In addition, many school-age children are enrolled in family/group programs and child care centers.

<sup>4</sup> Vacancies change daily and may not match the location or program characteristics desired by families needing care. A 10% vacancy rate allows families the choice among programs.





### Licensed Programs by Type, Capacity and Workforce (2014)

County	Family/Group in a home			Group in a facility/Center			School-Age			Total		
	Number of Programs	Licensed Capacity	Size of Workforce	Number of Programs	Licensed Capacity	Size of Workforce	Number of Programs	Licensed Capacity	Size of Workforce	Number of Programs	Licensed Capacity	Size of Workforce
Adams	3	37	3	1	30	5	0	0	0	4	67	8
Barnes	12	142	14	4	222	47	0	0	0	16	364	61
Benson	2	27	3	0	0	0	0	0	0	2	27	3
Billings	0	0	0	0	0	0	0	0	0	0	0	0
Bottineau	9	126	10	7	125	12	0	0	0	16	251	22
Bowman	4	47	4	4	85	12	0	0	0	8	132	16
Burke	1	24	3	2	60	12	0	0	0	3	84	15
Burleigh	139	1,475	164	26	2,685	457	3	252	17	168	4,412	621
Cass	280	3,203	374	76	6,229	1,395	29	2,384	206	385	11,816	1,769
Cavalier	4	50	5	1	60	14	0	0	0	5	110	19
Dickey	13	206	19	3	116	17	0	0	0	16	322	36
Divide	1	9	1	1	60	11	0	0	0	2	69	12
Dunn	0	0	0	3	63	3	0	0	0	3	63	3
Eddy	3	32	3	2	53	15	0	0	0	5	85	18
Emmons	8	96	8	1	18	3	0	0	0	9	114	11
Foster	3	58	6	1	18	4	0	0	0	4	76	10
Golden Valley	3	49	3	1	26	4	0	0	0	4	75	7
Grand Forks	131	1,466	157	17	1,436	361	5	278	43	153	3,180	518
Grant	4	45	7	1	18	1	0	0	0	5	63	8
Griggs	0	0	0	1	30	9	0	0	0	1	30	9
Hettinger	2	36	6	1	18	7	0	0	0	3	54	13
Kidder	1	18	6	0	0	0	0	0	0	1	18	6
Lamoure	5	87	8	2	36	7	0	0	0	7	123	15
Logan	2	24	2	2	48	10	0	0	0	4	72	12
McHenry	8	111	23	2	33	24	0	0	0	10	144	47
McIntosh	6	97	11	1	18	1	0	0	0	7	115	12
McKenzie	8	86	8	1	55	20	1	30	2	10	171	28
McLean	12	163	13	3	68	14	0	0	0	15	231	27
Mercer	15	227	19	1	15	22	0	0	0	16	242	41
Morton	42	467	46	9	406	88	2	150	8	53	1,023	134
Mountrail	3	34	4	5	126	21	0	0	0	8	160	25
Melson	7	81	10	0	0	0	0	0	0	7	81	10
Oliver	0	0	0	1	18	5	0	0	0	1	18	5
Pembina	8	111	10	3	130	16	0	0	0	11	241	26
Pierce	5	74	5	2	100	10	0	0	0	7	174	15
Ramsey	29	499	40	4	375	59	1	34	10	34	908	99
Ransom	11	156	18	2	60	8	0	0	0	13	216	26
Renville	3	36	4	1	79	5	0	0	0	4	115	9
Richland	34	415	43	8	225	51	3	145	18	45	785	94
Rolette	6	100	9	1	70	15	0	0	0	7	170	24
Sargent	6	78	7	2	46	6	0	0	0	8	124	13
Sheridan	0	0	0	1	18	2	0	0	0	1	18	2
Sioux	0	0	0	0	0	0	0	0	0	0	0	0
Slope	0	0	0	0	0	0	0	0	0	0	0	0
Stark	45	412	55	17	418	89	0	0	0	62	830	144
Steele	1	9	1	1	30	4	0	0	0	2	39	5
Stutsman	46	499	55	10	405	66	0	0	0	56	904	121
Towner	2	33	3	1	26	7	1	40	3	4	99	10
Traill	12	135	12	5	241	43	1	35	5	18	411	55
Walsh	16	255	21	4	135	53	0	0	0	20	390	74
Ward	98	1,357	147	16	882	215	2	64	8	116	2,303	362
Wells	3	54	3	1	45	11	0	0	0	4	99	14
Williams	23	284	30	10	383	55	5	478	15	38	1,145	85
TOTAL	1,079	13,030	1,403	269	15,843	3,316	53	3,890	335	1,401	32,763	4,719

The following chart provides an estimate of four-year-olds currently participating in early care and education programs. Note the licensed child care programs highlighted in yellow. Forty-nine percent (49%) of four-year old children enrolled in some kind of care and education setting attend licensed child care homes and centers.

	Programs	Estimated 4 year olds*	% 4 year olds participating*	Average per program
<b>Estimated 4 year olds</b>		<b>9,250</b>		
DPI approved Pre-Kindergarten	53	1,173	12.7%	22.1
Private preschool (DHS licensed)	63	937	10.1%	14.9
Head Start	10	1,974	21.3%	197.4
Licensed child care facility	250	2,943	31.8%	16.2
Licensed residential-based care	966	1,549	16.7%	1.6
<b>TOTAL in existing programs</b>	<b>1,342</b>	<b>8,576</b>		6.4

\*Children may attend multiple programs so count could be duplicated

If communities choose to deliver Pre-K to child care programs already serving four-year-old children, **all the stakeholders (the children and families, communities, child care programs and schools) benefit.**

Children -Families	Communities	Child Care Systems	Schools
Child friendly; reduces transitions for children	<u>Efficient</u> use of space, equipment, personnel, services—systems already in place	Qualified teacher's work influences care and education of children in other age groups. <u>Quality for all children increases</u>	Use of existing facilities and personnel <u>saves capital and start-up expenses</u>
<u>Parent friendly</u> ; less transportation of children and can serve children with special needs	Pre-K <u>available to more children</u> in a broader geographic area. Possible focus on low-income children or children with special needs	Integration of Pre-K <u>strengthens and stabilizes child care</u> with supplemental funds	<u>Quick expansion</u> of preschool slots. Schools with no space partner with child care
<u>One-stop shopping</u> for the family's early care and education needs. All children in one location	Public/private partnerships encouraged. <u>Maximizes use of exiting community resources</u>	Establishes linkages among child care providers and other early childhood systems. E.g. special education, kindergarten	Opportunities to <u>create inclusive care and education settings</u> particularly for children less able to transition to new settings



Entities affiliated with the child care industry, and even child care providers themselves, will express concerns regarding the lack of quality in some child care programs. Many child care providers currently do a good job educating the children in their care. They should be Pre-K programs. Some, with guidance and support could do Pre-K. Some simply shouldn't.

To assure quality programming in all early care and education settings, a number of PreK states increased the requirements for child care and community-based programs. Iowa, Pennsylvania and Vermont each require a version of the following:

- Child care and community based programs, with the exception of Head Start, must be accredited by the National Association for the Education of Young Children or achieve an upper level ranking in the state's continuous quality improvement system for the child care industry. The ND Department of Human Service launched North Dakota's quality improvement system for the child care, Bright & Early, two years ago
- The state must monitor and evaluate all PreK programs to promote optimal outcomes for children and to collect data that will inform future decisions
- Pre-K programs must employ a licensed teacher. Some states allow a child care provider not holding a teaching license to provide Pre-K services if a licensed teacher supervises the provider's educational activities and if the providers hold a Child Development Associate Credential. This approach also addresses the potential shortage of Pre-K teachers in North Dakota (see chart below)

Estimated Number of Qualified Teachers Needed		
Projected funded 4-year-old students	Ratio	Qualified teachers needed
5,400	1:20	270
5,400	1:40	135

I appreciate the opportunity to bring information about the inclusion of the child care industry in a Pre-K system. Thank you for your time.

Linda Reinicke      Child Care Aware      226-2510      lreinicke@lssnd.org



**NEW ROCKFORD-SHEYENNE PUBLIC SCHOOL**

437 First Avenue North  
New Rockford, North Dakota 58356  
Phone: 701-947-5036  
Fax: 701-947-2195

# 10  
1/13

- Mr. Chairman
- Senator
- District 23
- support of this bill & amendment

Notes for legislative testimony:  
Tuesday, January 13, 2015  
Bill 2151, Mississippi River Room  
State Capitol, Bismarck, ND

Good morning. Thank you for the opportunity to address this committee regarding the importance of preschool education. My name is Jill Louters and I am the superintendent at New Rockford-Sheyenne School District. Joining me today is Tasha Skogen, New Rockford-Sheyenne's preschool teacher.

As you approach this legislative session I would like to challenge you to consider fully funding preschool programming. New Rockford-Sheyenne is in its fourth year of preschool programming, having provided 1/2 day instruction for our students in the areas of fine motor skill and physical development, language acquisition, introductory mathematics, social studies and science and social and behavioral development. The district implemented this program in response to an emerging need in our community from parents for stronger, primary academic standards.

Nearly three-fourths of young children in the United States participate in a preschool program. As you know, several states have approved constitutional amendments stipulating that all 4 year olds in the state be offered a free preK education. Researchers across the country are quick to substantiate that preschool education can produce substantial gains in children's learning and development. Long term academic gains are not the only benefit of this program. Research shows that preschool education is a sound investment – academically, socially and economically. Several recent studies by ~~Barnett, Reynolds, Temple and Mann~~ suggest several long term economic benefits of early education, finding that both former preschool

1/2

participants and taxpayers can benefit from public investments in preschool education. These former preschool participants were less likely to cost taxpayers money in the long term for such public services as:

- School: participants were less likely to be retained in grade or placed in special education
- Welfare – As adults, participants were more likely to get better jobs and earn more money
- The criminal justice system – participants were less likely to break laws or participate in other delinquent acts.

These positive effects have far-reaching benefits. Although preschool education research has largely focused on the benefits of early education for children in poverty, several child care studies indicate that high-quality, effective early education programs improve the learning and development of all children.

This year we will again spend over \$64,000 on staffing and supplies to ensure that all New Rockford-Sheyenne students have a firm foundation as they prepare for formal entry into our educational system. As stated on the bottom of every school board agenda, we will continue to do “What’s best for our kids” with or without supplement funding for the legislature. We are that passionate about our little ones and our obligation to our community.

*Recommend to  
"do pass"*



Why is Pre-K important?

Senator Flakoll & members of committee. Tasha Skogen, Pre-K

We, at New Rockford-Sheyenne School, are fortunate to have Pre-K incorporated into our school system for the children of our community. Without knowing the components of Pre-K one may ask, why is Pre-K important? I feel Pre-K is the foundation of a child's education. They will be introduced to a variety of educational skills such as letters, letter sounds, blending sounds, shapes, numbers, graphing, estimating, and so much more. Throughout Pre-K a child will also learn basic skills that include simply sitting in chairs as well as group circle, raising their hands, engaging in discussions, and following school rules. More importantly, however, a child will be introduced to the essentials of socialization. The child will learn to compromise, respect adults and peers, work together with classmates, and problem solve. These skills will build the confidence of a 4-5 year old, allowing them the skills to prepare themselves educationally and socially for their educational years to follow. I, along with many others are passionate about the importance of Pre-K education for our children. I have attended a few trainings regarding the current state pre-k standard, which I incorporate in my lesson plans. I received a quote from Janet Bassingthwaite, Early Childhood Professor at the University of Mary and member of the North Dakota Pre-K content standards writing committee regarding Pre-K that states "It's NOT daycare and it's NOT watered down kindergarten. You are teaching skills needed for children to go into kindergarten ready to learn and meet those rigorous expectation of our education system. You are teaching listening to directions, getting along with others, transitioning from one activity to another, self-help skills like dressing, and basin number and letter identification through games(not worksheets.) when kids come to kindergarten having this practice with how to function in an organized group setting they are more ready to learn the skills and concept the kindergarten teacher is charged to teach. Daycare programs are not doing the developmental applications and parents can't do the social application. We need kiddos to experience a pre-k environment so that kinder teachers don't have to do the remedial work." So in my opinion, is Pre-K important? Absolutely!

I stand in support of this senate bill 2101, thank you for your time.

## Pre-Kindergarten

- Pre-Kindergarten introduces and strengthens the following skills to help prepare a child for Kindergarten.

### Social, Emotional, Behavioral

- Classroom and school rules
- Listening skills.
  - o Listening carefully, without interruption.
  - o Following 2 and 3 step directions
- Ability to concentrate on an activity and complete independently
- Demonstrate self-control
- Ability to complete appropriate conflict resolution skills
- Working cooperatively with others and displaying appropriate social behavior (sharing, taking turns, showing respect)
- Exploring new activities and engaging in imagination play
- Ability to sit at carpet or in chair for instruction as well as work completion
- Independently utilizes the bathroom, washes hands, and puts items away
- Feels comfortable in groups of peers
- Minimize social anxieties
- Ability to seek an adult out for help when needed, using words to communicate needs
- Demonstrate self-confidence in abilities
- Recognize self-information such as; name, age, gender, birthdate, likes and dislike

### Fine Motor Skills and Physical development

- Hold pencil with correct grasp
- Cut with scissors following a pattern
- Button and snap clothing
- Gain a growing sense of balance; stand on one foot
- Manipulate a variety of objects; blocks, writing tools, play dough
- Gain stamina for large motor skills

### Language Literacy

- Letters of the alphabet along with letter sounds and letter sign language
- Uppercase and Lowercase
- D'Nealian handwriting completed for each letter
- Beginning sounds of words
- Rhyming

- Parts of a book; cover, back, illustrator, author, predicting, retaining and retelling, left to right progression
- Ability to write first name and introduction of last name
- Recognize familiar print in their environment (name, store logos, signs, etc)
- Using detailed illustrations to display thoughts in a journal
- Sharing journals or art work with peers, presenting to class

**Math**

- Introduction of 1-20, number names
- Number recognition
- One to one correspondence between objects and numbers
- Use objects to solve simple addition
- Recognize patterns, extend patterns, and duplicate simple AB and ABB patterns
- Order objects by size and length
- Recognize least, most, and equal; explain why an item is the least, etc
- Sort objects
- Identify and name shapes; square, circle, triangle, rectangle, oval, star, heart, octagon, hexagon, pentagon, diamond
- Directional order; above, below, behind, inside, outside, over, under
- Graph items

**Science/Social Studies**

- Introduction of types of weather
- Predict and complete simple science experiments
- Discuss results of experiments
- Introduce and utilize their five senses
- Introduce and share members of family, know that each family member has a role
- Know the community they live in, ability to tell where they live
- Introduction of culture, traditions, holidays



# 12  
1/13

Good Morning Senator Flakoll and member of the Senate Education Committee.

My name is Linda Sakrismo and I am here today representing Area Preschool Advocates, an association of Child Care Center Director's based in Fargo and also representing The North Dakota Association for the Education of Young Children where I am serving as President Elect.

First, I would like to thank Senators Flakoll, Heckaman and Poolman for putting Early Childhood Education as a top priority this legislative session. SB 2151 is a start to addressing the needs of early learners and those who provide the education in our state.

I appreciate that SB 2151 takes into consideration qualified teachers, an educational based curriculum and health and safety standards. It provides appropriate stakeholders a role in determining what is best for their community, and does not prescribe a one size fits all approach. SB 2151 initiates collaborations within the Early Childhood profession that can further the process of working together for our states young children and at the same time not feel isolated and alone in our endeavors.

Next, I would like to address the workforce shortages currently facing the profession in our state, and discuss the strict workforce requirements qualifications included in the bill.

Early childhood has a critical workforce shortage in our state. Early childhood programs are struggling to find stable, dedicated, and even rarer yet, a teacher with a bachelor's degree in Child Development. In the 2014 Report, Parents and the High Cost of Child Care, it states that nationally, child care is one of the lowest paid professions. How do you convince students to pursue a bachelor's degree in Child Development when they won't be able to work in an Early Educational program to support themselves or a family, or pay their student loans back? Unless something is done to aid the workforce issue I'm afraid all the good work of SB 2151 will go unseen as the dollars will exist but programs outside of Public Schools will not be able to access the dollars.

It takes a special person to work with ages zero to five and not just anyone who likes kids can teach kids. Those special teachers should not be in the same category as those who teach K-3. The Education and Standards Practicing Board is known to offer provisional licenses to shortage work areas it is important to have awareness of the early childhood workforce crisis and to help make certain everything is done to allow early education teachers the ability to obtain a license to ensure SB 2151 success. Please provide for flexibility in determining the required qualifications for early childhood education teachers.

Teacher turnover is detrimental to any early childhood education program. The bond between a care provider and a child in the early years is just as important as the lessons being taught. Of course we want high standards for our teachers, but to make that happen we need to lift up the Early Education profession and that will take time and investment from our community and state.

Please support SB 2151 with modifications to the teacher requirements to help ensure all existing educational programs and the families we serve are able to access them.

1/1

# 13  
1/13

DEPARTMENT OF COMMERCE TESTIMONY ON SB2151  
JANUARY 13, 2014, 9:00 A.M.  
SENATE EDUCATION COMMITTEE  
MISSOURI RIVER ROOM  
SENATOR TIM FLAKOLL, CHAIRMAN

**KERRI KRAFT – PROGRAM SPECIALIST WITH THE WORKFORCE DEVELOPMENT DIVISION**

Chairman and members of the committee, I am Kerri Kraft, Program Specialist with the Workforce Development Division of the Department of Commerce.

The **Early Childhood Education Grants** would provide community grants equaling \$1,000 per four year old child, or \$1,500 per four year old for those children who are eligible for free or reduced lunches. Children must be enrolled with providers of early childhood education that meets the following requirements:

- The licensed program follows the ND Pre-K Standards and accountability.
- The instruction is taught by a ND licensed teacher with a credential in pre-k or kindergarten.
- Programs must be available for a minimum of 4 half days per week, or its equivalent of 135 half days of instruction, during the months of August through June.

This legislation requires the formation of committees, consisting of providers of early childhood education, at the community level initiated by superintendents of local school districts with guidance coming from Commerce, the Department of Public Instruction, and the Department of Human Services. The purpose of these committees is to foster partnerships between communities and public, private and nonprofit entities offering

1/1

early childhood education. Up to \$6 million of grant funding would be available for North Dakota communities through these partnerships. This funding would be effective the second year of the biennium, as the first year would need to be focused on communities building these partnerships.

Commerce is involved with this program due to its success in the childcare facilities grants, and our experience working with communities and its leaders. We also serve as a neutral agency (Commerce) to administer funds to both public and private early childhood education providers without the perception of bias.

Commerce has been identified as having positive partnerships with other state agencies, the private sector and nonprofit businesses. Commerce also has extensive experience in administering similar grant programs appropriately.

Commerce will partner with the Department of Public Instruction and Department of Human Services to develop a process to ensure information is accurate when verifying a four year old is eligible for free and reduced lunches therefore allowing a facility to receive \$1,500 instead of \$1,000 for that four year old child. This will be required prior to any distribution of funds to an early childhood education facility.

Mr. Chairman, members of the committee, this concludes my testimony. I would be happy to take any questions you may have.



#14  
1/13

**From:** Duke Wm. Rosendahl [<mailto:wishekjda@bektel.com>]  
**Sent:** Tuesday, January 13, 2015 1:15 PM  
**To:** Flakoll, Tim  
**Subject:** Please support Senate Bill 2151.

Senator Flakoll -- I am writing to urge your support or continued support for Senate Bill 2151... This type of funding does not go to waste on our ND kids. ND has always been noted for its dedication to educating its children. As a person working in economic development for the past 20 years in small towns in ND I can tell you that it is also an important incentive tool when families from out of state look at us for relocating and setting up their families here.

Duke Wm. Rosendahl EDFP - BREC  
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*You are never too old to set another goal or to dream a new dream - C. S. Lewis*

1/1

# North Dakota Family Alliance Action

*A Trusted Voice Impacting Our Legacy*

Tom D. Freier, EXECUTIVE DIRECTOR

Senate Education Committee  
January 13, 2015  
SB 2151

# 15  
1/13

Mr. Chairman and members of the Senate Education Committee, the North Dakota Family Alliance wishes to go on record in opposition to SB 2151 as introduced.

NDFA supports the ability of parents to have the greatest influence on their children. Our involvement will reflect our commitment to standing with families as parents continue to exercise the primary responsibility in the education of their children. SB 2151, as it seeks to move toward mandating enrollment of 3 and 4 year old children in a Pre-Kindergarten or Early Childhood Education program, does not reflect a commitment to honor the prominence of the role of parents.

While the current bill draft may not mandate or fully fund early childhood education for all children eligible, past history tells us that very few if any voluntary programs remain voluntary. And once state funding is included, it would seem naïve to believe the program will not expand to be not only fully state funded but mandatory.

So the real question before the legislature is does this state want state funded, mandatory Pre-Kindergarten Education?

As NDFA views all legislative bills dealing with education, we ask a number of questions:

- Does Senate Bill 2151 weaken the right of parents to make decisions regarding what is best for their children and their education?
- Does Senate Bill 2151 weaken parental control of our children's education?
- Does Senate Bill 2151 weaken or diminish a parent's involvement in their child's education?
- Does Senate Bill 2151 impose standards on the education process that are age or demographically inappropriate?
- Does Senate Bill 2151 impose ideals that weaken conservative values or undermine Christian heritage or legacy?
- Does Senate Bill 2151 become intrusive by its collection of data and tracking of our children or individual family units?

1/13

*Dedicated To Strengthening Families*



As we look at SB 2151 we have a number of concerns.

First, should the government take on the responsibility of teaching social skills to 3 and 4 year old children? NDFA believes this is parental responsibility. Many families believe that voluntary preschool will become mandatory in spite of reassurances to the contrary. We believe the potential consequence of participation in kindergarten becoming compulsory as an example of governmental funding becoming interference, resulting in fewer options and fewer rights for parents. Moreover, families seem to prefer caring for very young children at home—80 percent of mothers who work part-time, as surveyed by the Pew Research Center, indicated that they would prefer to stay home when their children are young. (“Fewer Mothers Prefer Full-Time Work,” Pew Research Social and Demographic Trends.)

Should the government take on the responsibility of shaping and forming the emotional makeup of the 3 and 4 year old child? All agree that these early years are truly the most formative in a person’s life. NDFA believes these years are best spent with parents.

Parents are a child’s first educators. A stable family, with married parents, provides the best foundation for a child’s academic success. Children raised in intact families are more likely to graduate from high school and more likely to attend and complete college than their peers raised in single-parent or blended families. They also score higher on reading and math, and exhibit fewer behavioral problems in school.

Should the government attempt to provide workers for the workforce by providing childcare under the name of early childhood education or pre-kindergarten education?

NDFA believes North Dakota is blessed to have a robust economy, low unemployment rate, all which has resulted in workforce challenges. The government may feel compelled to assist in the workforce shortages, but to use an early childhood educational program to free up workers does not display a commitment to families and especially children.

Should voucher incentives overshadow clear thinking on what is right for 3 and 4 year old children? NDFA agrees with a voucher system or some sort of tuition incentives for students attending private or parochial schools. We do not agree with using a good strategy (vouchers) on a program that is not in the best interests of parents, children, and the family.

NDFA understands in the current culture with the breakdown of the family, with many broken homes, it might seem appealing for the government to be tempted to step in to assume these parental responsibilities—but this does not deal with the real issue. The issue is that we need a deeper discussion surrounding the need to strengthen marriages and families.

In order to achieve excellence in early education, society must abandon the presumption that preschool for all is preferable to family care. Government funded preschool programs cannot replace the benefits



of a strong family. As imperfect as the family is, it is irreplaceable, it provides structure and stability, and is the place for 3 and 4 year olds to prepare for a time of formal education.

As introduced, NDFA opposes SB 2151, reserving the ability of parents to make decisions regarding the early childhood education of their children.

The North Dakota Family Alliance respectfully requests a Do Not Pass on SB 2151.

*This testimony provided by Tom Freier, North Dakota Family Alliance*

15.0432.01005  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll

January 20, 2015

# 1  
1/21

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 12, after the underscored period insert "The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this Act.

3."

Renumber accordingly

15.0432.01004  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll

January 21, 2015

# 2  
1/21

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 16, remove "and"

Page 2, line 18, after "15.1-37-01" insert: "; and

- c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program"

Renumber accordingly



15.0432.01003  
Title.

Prepared by the Legislative Council staff for  
Senator Flakoll

January 19, 2015

# 3  
1/21

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 2, line 17, after "program" insert: "that:

(1) Is "

Page 2, line 18, after "15.1-37-01" insert: "; and

(2) Incorporates within its curriculum at least ten hours of research-  
based parental involvement"

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 1, line 3, replace "section" with "sections 15.1-27-03.1 and"

Page 1, line 4, after "program" insert "funding and"

Page 1, after line 5, insert:

**"SECTION 1. AMENDMENT.** Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-27-03.1. (~~Effective July 1, 2013, through June 30, 2015~~) Weighted average daily membership—Determination.**

1. ~~For each school district, the superintendent of public instruction shall multiply by:~~
  - a. ~~1.00 the number of full-time equivalent students enrolled in a migrant summer program;~~
  - b. ~~1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;~~
  - c. ~~0.60 the number of full-time equivalent students enrolled in a summer education program;~~
  - d. ~~0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;~~
  - e. ~~0.30 the number of full-time equivalent students who:~~
    - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and~~
    - (2) ~~Are enrolled in a program of instruction for English language learners;~~
  - f. ~~0.25 the number of full-time equivalent students enrolled in an alternative high school;~~
  - g. ~~0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;~~
  - h. ~~0.20 the number of full-time equivalent students who:~~
    - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and~~

- (2) Are enrolled in a program of instruction for English language learners;
- i. ~~0.17 the number of full-time equivalent students enrolled in an early childhood special education program;~~
- j. ~~0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;~~
- k. ~~0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;~~
- l. ~~0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;~~
- m. ~~0.07 the number of full-time equivalent students who:~~
  - (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;~~
  - (2) ~~Are enrolled in a program of instruction for English language learners; and~~
  - (3) ~~Have not been in the third of six categories of proficiency for more than three years;~~
- n. ~~0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];~~
- e. ~~0.003 the number of students enrolled in average daily membership in each public school in the district that:~~
  - (1) ~~Has acquired and is utilizing the PowerSchool student information system;~~
  - (2) ~~Has acquired and is in the process of implementing the PowerSchool student information system; or~~
  - (3) ~~Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and~~



- p. ~~0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.~~
- 2. ~~The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.~~

**(Effective after June 30, 2015) Weighted average daily membership - Determination.**

- 1. For each school district, the superintendent of public instruction shall multiply by:
  - a. ~~1.00 the number of full-time equivalent students enrolled in a migrant summer program;~~
  - b.a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
  - e.b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;
  - d. ~~0.50 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;~~
  - e.c. ~~0.30~~0.40 the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
    - (2) Are enrolled in a program of instruction for English language learners;
  - d. 0.27 the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
    - (2) Are enrolled in a program of instruction for English language learners;
  - f.e. 0.25 the number of full-time equivalent students under the age of twenty-one, enrolled in grades nine through twelve in an alternative high school;
  - g. ~~0.20 the number of full-time equivalent students attending school in a bordering state in accordance with section 15.1-29-01;~~
  - h. ~~0.20 the number of full-time equivalent students who:~~

- (1) ~~On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and~~
  - (2) Are enrolled in a program of instruction for English language learners;
- f. 0.20 the number of students representing that percentage of the total number of students in average daily membership in kindergarten through grade three, which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.];
  - g. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
  - h. 0.20 the number of full-time equivalent students enrolled in an early childhood education program provided by the school district and approved in accordance with section 15.1-37-01;
  - i. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
  - j. 0.15 the number of full-time equivalent students, in grades six through eight, enrolled in an alternative education program for at least an average of fifteen hours per week;
  - k. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
  - k.l. 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
  - t.m. 0.07 the number of full-time equivalent students who:
    - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
    - (2) Are enrolled in a program of instruction for English language learners; and
    - (3) Have not been in the third of six categories of proficiency for more than three years;



~~m-n.~~ 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];

~~n.~~ 0.006 the number of students enrolled in average daily membership in each public school in the district that:

- ~~(1) Has acquired and is utilizing the PowerSchool student information system;~~
- ~~(2) Has acquired and is in the process of implementing the PowerSchool student information system; or~~
- ~~(3) Will acquire the PowerSchool student information system during the current school year, provided the acquisition is contractually demonstrated; and~~

o. 0.01 the number of students enrolled in average daily membership, in order to support the provision of a third day of professional development activities;

p. 0.005 the number of students enrolled in average daily membership, in order to support the provision of a fourth day of professional development activities;

q. 0.005 the number of students enrolled in average daily membership, in order to support the provision of a fifth day of professional development activities; and

r. ~~0.0040.0022~~ the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1.

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership."

Page 2, line 24, replace "2" with "3"

Page 3, line 20, replace "3" with "4"

Page 4, line 1, remove "3 and"

Page 4, line 1, after "4" insert "and 5"

Renumber accordingly



January 26, 2015

# 1  
1/27/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2151

Page 1, line 1, replace "three" with "four"

Page 3, after line 13, insert:

"**SECTION 4.** A new section to chapter 15.1-37 of the North Dakota Century Code is created and enacted as follows:

**Acceptance of children into program - Requirements - Limitations.**

1. If a provider is unable to accommodate all children seeking placement in the provider's program, the provider shall accept children in accordance with a chronologically-based application process or a lottery-based application process, under which children of all learning abilities are equally eligible.
2. The number of children accepted into a program may be limited by considerations regarding space, safety, and availability of personnel."

Page 4, line 1, replace "and 4" with "through 5"

Renumber accordingly

## SB 2151

### SENATOR TIM FLAKOLL

SB 2151  
2-11-15

# 1

Good morning Mr. Chairman and members of the Senate Appropriations committee. For the record I am Senator Tim Flakoll of District 44 in Fargo.

After exhaustive efforts by education leaders and stakeholders across the state I am pleased to help introduce SB 2151.

The bill will focus on 4 year old children and will allow a smooth transition into kindergarten without any gaps. The proposed legislation will appropriate \$6 million in state funds. That will cover approximately thousands of four year olds which are estimated to participate in the initial program in the state. The funding will begin in 2016-2017 the second year of the biennium which will allow districts and providers adequate time to develop quality programs that will both teach children as well as prepare them developmentally. This will allow a seamless transition from this program into our all-day kindergarten program.

This program will provide scholarship grants of \$1,000 per eligible child which will cover about half the cost of a program. The proposal will also provide \$1,500 for eligible children from lower income families (Richard B. Russell free and reduced designation) to ensure that this program is available to as wide an audience as possible.

So to be clear, the funds follow the child to the provider much like with our merit scholarship program where the dollars follow the student to the college of their choice. It is important to note that this program is available to both public and private providers in the state.

To help ensure quality programs the proposal requires a least 400 hours of contact time spread out over 32 weeks (about 7 months). This translates to floor of at least 12 hours per week. It also requires within its curriculum, at least 10 hours of research based parental involvement.

It is important to also note that attendance by children is not mandatory/required. I would vigorously resist any efforts to mandate attendance.

Advances in brain research show that 85% of brain development happens before the age of 5.

While this will have a strong education focus, I would be remiss I did not mention that it will provide a great financial support for working families in the state. I am hearing from parents across the state that it will allow more individuals to either enter the workforce or increase their hours from part-time to full



time. This is a vital consideration as we look to fill the more than 20,000 plus job openings in the state.

**Now into the bill.**

Page 1, Section 1 requires that the providers provide a teacher who is licensed in early childhood in North Dakota.

If you turn to page 2 of the bill you will see one of the **great ideas** that came out of the interim work. Superintendent Baesler will largely cover this, but the bill requires school districts to call a meeting of all providers within their geographical school district boundaries. These community coalitions will develop one .....or more plans and applications which must be submitted and approved by the state before the provider is eligible to receive money on behalf of the child and their family. So as example in Fargo is could have one program provided by the local school district, one from Oak Grove private school and one from the YWCA.

Now if you flip over to page 3 you will see that payments will be made to providers once per quarter and those providers must provide documentation to the child's family that state payments have been received.

If the provider fails to meet the reporting requirements then they are subject to sanctions as you will see in 2.b (page 3).

Section 6 near the bottom of page 4 carries the language for the \$6 million appropriation. I would note that there is a double up of the appropriation as the Governor supports this program and as introduced contain \$6 million in the commerce bill for this program. We will need to reconcile those dollars.

Finally at the bottom of page 4 you will see that the payments begin in the second year of the biennium. But please note, that the work of the community coalitions will begin in year one in order to ensure they have plans in place at the start of the second year of the biennium.

A 3 year old child's brain is twice as active as an adult's brain. (NDSU Extension FS-609)

Mr. Chairman, this bill is about kids and their families. I am sure there are probably many people in this room who would tweak it a little to better suite their needs. But I did not introduce this bill for anyone but kids and their families.

Chairman Holmberg and members of the Senate Appropriations committee, I ask for your support of this important piece of legislation.



Testimony on SB 2151

January 13, 2015

SB 2151  
2-11-15  
#2

Chairman Holmberg and members of the committee, my name is Nicole Poolman, state senator from District 7 representing Bismarck and Lincoln. I am excited to be back before you today to discuss early childhood education in North Dakota, and I would ask for your support of Senate Bill 2151.

You have a number of people here today to talk about the value of high quality early childhood programs. Access to these programs is particularly important for children growing up in low income families. We know that the achievement gap begins before these children enter kindergarten, and this bill is our attempt to help close that gap.

What I love about this bill is that it allows local providers to come together to do what is best for children in their community. Needs vary from place to place, and it didn't take long for us to realize that a one-size-fits-all approach was not going to work for North Dakota. Our \$1,000 investment in each child will create programs that currently do not exist, open up slots in areas where needed, and improve the quality and quantity of early childhood education programs across the state.

The growing need for these programs can be seen in Wishek, North Dakota. Two years ago, their preschool had 16 students. Today they have 27, and parents are constantly raising money to maintain the program. In order to keep it free (40% of their students are on free and reduced lunch), the children only get one half-day of preschool per week. Parents know it is inadequate, but it is all they can currently afford. This state investment will be a game changer for their program and others like it all over the state.

I know as the appropriations committee, your job is to focus on the numbers - on the return the state will see from its investment - so I have included one of the most recent studies on the impact of early childhood education on special education rates in the primary grades. You will see that the rate of children needing special education dropped by almost 40 percent when lower income children had access to early childhood education. We knew this from anecdotal stories across the state, but now we have data that supports what we have known. It is no secret that special education is expensive. Investing in four-year-olds has proven it will save us money in those costs down the road.

Thank you, Mr. Chairman. With that I will stand for any questions.

21

SB 2151  
2-11-15

# Pre-K Pays Off By Lowering Special Ed Placements

#3

FEBRUARY 04, 2015 11:42 AM ET

WILLIAM HUNTSBERRY

■

A new study finds that students who attend state-funded pre-K are less likely to need special education programs later on in school.

Attending state-funded prekindergarten substantially reduces the likelihood that students will end up in special education programs later on, according to a new study by researchers at Duke University. The study examined 13 years' worth of data from students enrolled in More at Four, a state-funded program for 4-year-olds in North Carolina. By the third grade, the researchers found, children in the program were 32 percent less likely to end up in a special education program. Children who were part of Smart Start, a health services program, saw a 10 percent drop. Combined, the two programs accounted for a 39 percent reduction.

While More at Four costs roughly \$1,100 per child, the authors noted, educating a special-needs student costs twice as much as an average student; in North Carolina, that would be around \$16,000 per year. And those costs can roll over year after year.

President Obama has called for universal preschool for 4-year-olds, and this new research could add impetus to the growing efforts in the states. Currently, 40 states fund some sort of preschool program, according to the Council of Chief State School Officers.

Andrew McEachin, an education policy researcher at North Carolina State University who was not involved in the research, said its findings are important as states debate expanded funding for these programs.

"Policymakers at the state level will have to ask themselves: 'Do we fund education for 0- to 5-year-olds, because if we don't, we may spend more for special education in third grade?'" McEachin said.

The study provided a system-wide look at statewide pre-K, but he noted that it did examine program quality. In fact, the researchers found that, regardless of quality, the more money spent on preschool, the less likely a child would end up in special education later on.

According to the study's lead author, Clara Muschkin, the findings challenge other research showing that any benefits from preschool wash out early. Seeing benefits in third grade, she noted, qualifies as a "long-lasting" impact.

"This certainly is an important way to reduce disadvantages for children before they arrive at school," said Muschkin. "Maybe with early intervention, they don't need any special services later on at all. That's a cost savings that's there."

The study bolsters earlier work by the same Duke team of researchers, which showed that both programs increased children's reading and math scores in the third grade.

3.1

TESTIMONY ON SB 2151  
SENATE APPROPRIATIONS COMMITTEE  
February 11, 2015  
By: Kirsten Baesler, State Superintendent  
701-328-4570  
Department of Public Instruction

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SB 2151  
2-11-14  
#4

Chairman Holmberg and Members of the Committee:

Good morning, my name is Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here testifying in support of Senate Bill 2151.

As an educator I know early childhood education is important. We know it helps children learn when they are most ready and most eager to learn. Anyone who has spent time with a four-year-old knows how curious they are and how many questions they ask.

As an educator I also follow the research that proves early childhood education encourages brain development and improves a child's ability to learn for a lifetime. Medical



advancements have shown us that stimulating environments that expose children to quality early learning activities actually thickens the cortex of a child's brain - and more extensive, sophisticated neuron structures are developed. These neuron structures within the brain then last a lifetime and contribute to a lifetime of intelligence building and behavior maturity. Simply put these neuron structures make children more able to learn as teenagers and adults.

Quality early education programs also build emotional and social skills students need later in school. When I was employed in the Bismarck public school system as a vice principal I saw these underdeveloped interpersonal skills cause numerous visits to the principal's office for my first and second graders.

Early childhood education helps children acquire the skills they need to follow directions, work with peers and finish projects.

4.2

If a child can't stay in the classroom because of social problems they miss important teaching and learning moments which further widens the learning gap. Quality early education opportunities for all of our students helps prevent student achievement gaps from ever forming between lower income children and their higher income peers.

According to the most recent census, the majority of North Dakota's four-year-olds are already in some kind of "day-care" setting and 73 percent of North Dakota children age zero to five live in homes where both the mother and father are working - yet only 36 percent of North Dakota's three and four-year-olds are enrolled in an early childhood care or education program. That ranks as the fifth-lowest in the nation. SB 2151 would provide the opportunity for communities to provide quality early childhood education programs and give their children better

access to stimulating learning environments during that time away from their parents.

I was in the classrooms and hallways of our schools for over 24 years before becoming state superintendent. Even now I try to visit a classroom or school building at least a few times a month and I will tell you educational opportunities and expectations are different for this generation of students. The 21<sup>st</sup> Century is asking more of our students. In North Dakota more high school credits are required to graduate than just a generation ago and more jobs require a higher level of learning and understanding than even just a few years ago. Nearly 80% of our North Dakota jobs will soon require at least a high school diploma and some college or training certificate. We must provide our children the best preparation for their future that lies ahead for them.



North Dakota was a leader in the nation in providing all-day, every day kindergarten, but according to the National Institute for Early Education Research, North Dakota is one of only 10 states that does not provide any state support for general early childhood education programs. The vast majority of other states are doing it because it works and North Dakota should strive to be a leader once again.

Two years ago the 63rd Legislature provided two opportunities for early childhood education. The Legislature invited school districts to start their own programs if they chose through use of local tax dollars, and the Legislature also asked for a comprehensive study of the early childhood education and care issue in our state.

Some school districts did establish early childhood education programs with the limited local dollars available to them. As of August 1, 2014 there were 65 North Dakota school

4.5

districts with early childhood education programs. Twenty-one of them use at least 10 percent local funds, 11 of them use 100 percent local tax dollars, and the rest use a combination of tuition, donations, special education allocations or bake sale fundraisers to fund their programs.

The results of the Early Care and Education (ECE) study showed a clear need for better information to inform our legislature, the growing need for quality early care and education programs, and the disparity of quality early education programs available across our state. The 2013-2014 school year recorded less than 30 percent of North Dakota's school districts operating an approved early childhood education program and 21 of our 53 counties had no early childhood education opportunities available at all!

The ECE study committee members -comprised of daycare providers, private preschool managers, principals,

superintendents, teachers and non-profit leaders - worked hard to collect the limited available data. The policy subcommittee continued the hard to work try to determine a solution that would work for all students in every community. The long hours of discussion, deliberation and brainstorming determined there wasn't a single one-size-fits-all solution that would meet the needs or situation of every community in our state. Thus, the idea of community generated solutions and partnerships that you see detailed in SB 2151 eventually emerged. My deepest gratitude is extended to those members of the committee and their stakeholders for embracing the idea of this community oriented solution to allow the opportunity for more four-year-olds to be in quality education environments this biennium than there was last biennium.



Mr. Chairman and members of the Senate Appropriations Committee, I ask that you support Senate Bill 2151 and vote yes for a “do-pass recommendation”. This concludes my testimony.

Thank you for your time and I would be pleased to answer any questions you may have.

SB 2151

2-11-15

#5

## SB 2151 – Early Childhood Community Grants

Testimony – NDCEL – North Dakota Council of Educational Leaders

My name is Dr. Aimee Copas – Executive Director for the North Dakota Council of Educational Leaders. Additionally I serve as a Governor Appointed Commission for North Dakota to the Education Commission of the States. Thank you for the opportunity to visit with you regarding our support of SB 2151.

### About The Education Commission of the States – (ECS)

The Education Commission of the States was created by states, for states, in 1965. We track state policy trends, translate academic research, provide unbiased advice and create opportunities for state leaders to learn from one another.

### What sets ECS apart

- ECS does not take sides. ECS is not an advocacy organization.
- ECS is non-partisan. By law, our chair alternates between Democratic and Republican governors every two years. ECS provides a platform for meaningful dialogue wherever you stand.
- ECS covers the P-20 spectrum. ECS works with policymakers, researchers and practitioners at all levels of education, from pre-K to postsecondary and beyond.
- ECS crosses silos in governance. ECS is the only state-focused national organization to bring together governors, state legislators, K-12 and higher education department chiefs and other education leaders.

### Preschool Does Matter

ECS studies indicate that children who participated in high-quality preschool programs were

- 25% less likely to drop out of school
- 40% less likely to become a teen parent
- 50% less likely to be placed in special education
- 60% less likely to never attend college
- 70% less likely to be arrested for a violent crime.

We as educational leaders in the state are acutely aware of the need for Pre-K education for all communities in our state. We are also aware of the roadblocks that exist in our state. We enter into this conversation with a long term vision for education of our youth. We see a time down the road where we can assure an opportunity for Pre-K for all youth in ND to better set them up for success. Because of our state's intense need to move in this direction we do support SB 2151.

Thank you for your time and consideration.

5.1

# North Dakota Family Alliance Action

*A Trusted Voice Impacting Our Legacy.*

Tom D. Freier, EXECUTIVE DIRECTOR

Senate Education Committee  
January 13, 2015  
SB 2151

SB 2151  
2-11-15  
#6

Mr. Chairman and members of the Senate Education Committee, the North Dakota Family Alliance wishes to go on record in opposition to SB 2151 as introduced.

NDFA supports the ability of parents to have the greatest influence on their children. Our involvement will reflect our commitment to standing with families as parents continue to exercise the primary responsibility in the education of their children. SB 2151, as it seeks to move toward mandating enrollment of 3 and 4 year old children in a Pre-Kindergarten or Early Childhood Education program, does not reflect a commitment to honor the prominence of the role of parents.

While the current bill draft may not mandate or fully fund early childhood education for all children eligible, past history tells us that very few if any voluntary programs remain voluntary. And once state funding is included, it would seem naïve to believe the program will not expand to be not only fully state funded but mandatory.

So the real question before the legislature is does this state want state funded, mandatory Pre-Kindergarten Education?

As NDFA views all legislative bills dealing with education, we ask a number of questions:

- Does Senate Bill 2151 weaken the right of parents to make decisions regarding what is best for their children and their education?
- Does Senate Bill 2151 weaken parental control of our children's education?
- Does Senate Bill 2151 weaken or diminish a parent's involvement in their child's education?
- Does Senate Bill 2151 impose standards on the education process that are age or demographically inappropriate?
- Does Senate Bill 2151 impose ideals that weaken conservative values or undermine Christian heritage or legacy?
- Does Senate Bill 2151 become intrusive by its collection of data and tracking of our children or individual family units?

6.1

*Dedicated To Strengthening Families*



As we look at SB 2151 we have a number of concerns.

First, should the government take on the responsibility of teaching social skills to 3 and 4 year old children? NDFA believes this is parental responsibility. Many families believe that voluntary preschool will become mandatory in spite of reassurances to the contrary. We believe the potential consequence of participation in kindergarten becoming compulsory as an example of governmental funding becoming interference, resulting in fewer options and fewer rights for parents. Moreover, families seem to prefer caring for very young children at home—80 percent of mothers who work part-time, as surveyed by the Pew Research Center, indicated that they would prefer to stay home when their children are young. ("Fewer Mothers Prefer Full-Time Work," Pew Research Social and Demographic Trends.)

Should the government take on the responsibility of shaping and forming the emotional makeup of the 3 and 4 year old child? All agree that these early years are truly the most formative in a person's life. NDFA believes these years are best spent with parents.

Parents are a child's first educators. A stable family, with married parents, provides the best foundation for a child's academic success. Children raised in intact families are more likely to graduate from high school and more likely to attend and complete college than their peers raised in single-parent or blended families. They also score higher on reading and math, and exhibit fewer behavioral problems in school.

Should the government attempt to provide workers for the workforce by providing childcare under the name of early childhood education or pre-kindergarten education?

NDFA believes North Dakota is blessed to have a robust economy, low unemployment rate, all which has resulted in workforce challenges. The government may feel compelled to assist in the workforce shortages, but to use an early childhood educational program to free up workers does not display a commitment to families and especially children.

Should voucher incentives overshadow clear thinking on what is right for 3 and 4 year old children? NDFA agrees with a voucher system or some sort of tuition incentives for students attending private or parochial schools. We do not agree with using a good strategy (vouchers) on a program that is not in the best interests of parents, children, and the family.

NDFA understands in the current culture with the breakdown of the family, with many broken homes, it might seem appealing for the government to be tempted to step in to assume these parental responsibilities—but this does not deal with the real issue. The issue is that we need a deeper discussion surrounding the need to strengthen marriages and families.

In order to achieve excellence in early education, society must abandon the presumption that preschool for all is preferable to family care. Government funded preschool programs cannot replace the benefits

of a strong family. As imperfect as the family is, it is irreplaceable, it provides structure and stability, and is the place for 3 and 4 year olds to prepare for a time of formal education.

As introduced, NDFA opposes SB 2151, reserving the ability of parents to make decisions regarding the early childhood education of their children.

The North Dakota Family Alliance respectfully requests a Do Not Pass on SB 2151.

This testimony provided by Tom Freier, North Dakota Family Alliance

15.0291.05003  
Title.

Prepared by the Legislative Council staff for *SB 2151*  
Senator Heckaman  
February 13, 2015 *2-17-15*

*#1*

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 21, line 9, overstrike "(1)"

Page 21, line 11, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 14, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 16 through 19

Page 21, line 22, remove "(1)"

Page 21, line 24, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 27, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 29 and 30

Page 22, remove lines 1 and 2

Renumber accordingly



February 13, 2015

*Russ Amund*

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 1, line 9, after the third "provide" insert "an appropriation; to provide"

*SB 2151  
2-17-15*

Page 53, after line 16, insert:

*#2*

**"SECTION 28. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$8,750,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing oil impact grants to school districts, for the biennium beginning July 1, 2015, and ending June 30, 2017.

1. Ten percent of the amount appropriated must be allocated to each of the ten counties that received the highest total formula allocations under subsection 2 of section 57-51-15 during 2014.
2. The superintendent shall distribute the amount allocated under subsection 1 to school districts, on a pro rated basis, in accordance with the percentage that each school district's average daily attendance bears to the total average daily attendance of all eligible school districts within a qualifying county.
3. A grant under this section may not be forwarded to a hub city school district, as defined in section 57-51-01."

Renumber accordingly

#1

SB 2151

3/17/15

**SB 2151**

**SENATOR TIM FLAKOLL**

Good morning Mr. Chairman and members of the House Education committee. For the record I am Senator Tim Flakoll of District 44 in Fargo.

After exhaustive efforts by education leaders and stakeholders across the state I am pleased to help introduce SB 2151.

The bill will focus on 4 year old children and will allow a smooth transition into kindergarten without any gaps. The proposed legislation will appropriate \$6 million in state funds. The funding will begin in 2016-2017 the second year of the biennium which will allow districts and providers adequate time to develop quality programs that will both teach children as well as prepare them developmentally. This will allow a seamless transition from this program into our all-day kindergarten program.

This program will provide scholarship grants of **\$1,000 per eligible child** which will cover about half the cost of a program. The proposal will also provide **\$1,500 for eligible children from lower income families** (Richard B. Russell free and reduced designation) to ensure that this program is available to as wide an audience as possible.

So to be clear, the funds follow the child to the provider much like with our merit scholarship program where the dollars follow the student to the college of their choice. It is important to note that this program is available to **both public and private providers in the state.**

To help ensure quality programs the proposal requires a least 400 hours of contact time spread out over 32 weeks (about 7 months). This translates to floor of at least 12 hours per week. It also requires within its curriculum, at least 10 hours of research based parental involvement.

It is important to also note that attendance by children is **not mandatory/required.** I would vigorously resist any efforts to mandate attendance.

Advances in brain research show that 85% of brain development happens before the age of 5.

While this will have a strong education focus, I would be remiss I did not mention that it will provide a great financial support for working families in the state. I am hearing from parents across the state that it will allow more individuals to either enter the workforce or increase their hours from part-time to full time. This is a vital consideration as we look to fill the more than 20,000 plus job openings in the state.



We also know that nearly 80% of 4 year olds have both parents working outside the home and that is not likely to change any time soon. SB 2151 will be a great asset to those tax paying working parents whose work is vital to our economy.

**Now into the bill.**

Page 1, Section 1 requires that the providers provide a teacher who is licensed in early childhood in North Dakota.

If you turn to page 2 of the bill you will see one of the **great ideas** that came out of the interim work. Superintendent Baesler will largely cover this, but the bill requires school districts to call a meeting of all providers within their geographical school district boundaries. These community coalitions will develop one .....or more plans and applications which must be submitted and approved by the state before the provider is eligible to receive state money on behalf of the child and their family. So as example in Fargo is could have one program provided by the Fargo school district, one from Oak Grove private school and one from the YWCA.

Now if you flip over to page 3 you will see that payments will be made to providers once per quarter and those providers must provide documentation to the child's family that state payments have been received.

If the provider fails to meet the reporting requirements then they are subject to sanctions as you will see in Section 3, subsection 2.b (page 3).

Section 4 requires universal access for children into the program. It also has a provision if the number of students who seek acceptance exceeds physical capacity and that health and safety issues are ensured.

Section 5 will help ensure that we are getting value for our investment.

Section 6 near the bottom of page 4 carries the language for the \$6 million appropriation.

Finally at the bottom of page 4 you will see that the payments begin in the second year of the biennium. But please note, that the work of the community coalitions will begin in year one in order to ensure they have plans in place at the start of the second year of the biennium.

A 3 year old child's brain is twice as active as an adult's brain. (NDSU Extension FS-609)

Mr. Chairman, this bill is about kids and their families. I am sure there are probably many people in this room who would tweak it a little to better suite their needs. But I did not introduce this bill for anyone but kids and their families. **Chairman Nathe and members of the House Education committee, I ask for your support of this important piece of legislation.**



SB 2151 #2  
3/17/15

# Make pre-k accessible to all who want it

**Bismarck Tribune Editorial**

**Sunday, March 8, 2015**

Families are the first educators of their children. Babies achieve their developmental milestones with the encouragement of their parents, siblings and caregivers. Toddlers develop imitative behaviors early on by observing the actions of their parents in daily life. Eventually, parents decide to educate their children through public, private or home school environments.

When it comes to discussion of government involvement in early-childhood education, a boogeyman appears — the specter of big, bad government trying to raise our children.

The efforts behind universal pre-k are not that.

The concept of universal preschool is to make access to pre-kindergarten education available to all families.

For the average middle class family with two working parents, the scenario may go something like this. Both parents are working outside the home. Young children are cared for in day care or by another family member. Around age 3 or 4, the parents start looking into preschool as a way to give their toddler more structure and more education in preparation to begin school at age 5 or 6.

Low-income families may not feel like they have the same option. They may have the same desires for their children, but they may have neither the money to pay for preschool nor the ability to juggle work schedules, preschool transportation, care for children, etc.

Members of the North Dakota Senate voted 33-14 in favor of Senate Bill 2151, which would provide \$6 million in grant money to fund as many as 6,000 preschool children. In the bill, \$1,000 would be available for each eligible child, which would cover roughly half the cost of the program. A total of \$1,500 would be available per child from low-income households.

The Tribune editorial board supports this bill as a means to put all children on equal footing in their education. We would not be in favor of mandatory preschool.

It is in the best interest of our state to put another tool in the toolbox for families as they make whatever decision is best for their children. It is in the best interest of our communities to put low-income families and at-risk children on the same footing as others.

SB2151 is now being considered in the House. Funding and financial impacts should be considered carefully, but we encourage the House to pass the bill.

We want families to have all the tools in their toolbox, so that they, the first educators of their children, can make the decision of what is best for their children.

## End ##

#3

SB 2151

3/17/15

Nicole Poolman - Testimony on SB 2151

March 17, 2015

House Education Committee

Mr. Chairman and members of the committee, my name is Nicole Poolman, state senator from District 7 representing Bismarck and Lincoln. I am excited to be back before you today to discuss early childhood education in North Dakota, and I would ask for your support of Senate Bill 2151.

You have a number of people here today to talk about the value of high quality early childhood programs. Access to these programs is particularly important for children growing up in low income families. We know that the achievement gap begins before these children enter kindergarten, and this bill is our attempt to help close that gap.

What I love about this bill is that it allows local providers to come together to do what is best for children in their community. Needs vary from place to place, and it didn't take long for us to realize that a one-size-fits-all approach was not going to work for North Dakota. Our \$1,000 investment in each child will create programs that currently do not exist, open up slots in areas where needed, and improve the quality and quantity of early childhood education programs across the state.

The growing need for these programs can be seen in Wishek, North Dakota. Two years ago, their preschool had 16 students. Today they have 27, and parents are constantly raising money to maintain the program. In order to keep it free (40% of their students are on free and reduced lunch), the children only get one half-day of preschool per week. Parents know it is inadequate, but it is all they can currently afford. This state investment will be a game changer for their program and others like it all over the state.

I know that as legislators, your job is to focus on the numbers - on the return the state will see from its investment - so I have included one of the most recent studies on the impact of early childhood education on special education rates in the primary grades. You will see that the rate of children needing special education dropped by almost 40 percent when lower income children had access to early childhood education. We knew this from anecdotal stories across the state, but now we have data that supports what we have known. It is no secret that special education is expensive. Investing in four-year-olds has proven it will save us money in those costs down the road, and even more importantly, improve student achievement.

Thank you, Mr. Chairman. With that I will stand for any questions.



## Study: Early childhood programs in NC reduce special education

BY JANE STANCILL - [JSTANCILL@NEWSOBSERVER.COM](mailto:JSTANCILL@NEWSOBSERVER.COM)

02/02/2015 10:10 PM

Children enrolled in North Carolina's state-supported early education programs have a reduced chance of being placed in special education by third grade, Duke University researchers say.

The findings suggest that state investment in quality early childhood programs can prevent costly special education later. The study is published Tuesday in the American Educational Research Association's journal, Educational Evaluation and Policy Analysis.

The researchers, Clara Muschkin, Helen Ladd and Kenneth Dodge, analyzed data about North Carolina special education placement and children's access to two early childhood programs – NC Pre-K, which provides preschool for at-risk 4-year-olds, and Smart Start, which provides child health and family services to children from birth to age 5. The study covered the period from 1995 to 2010.

Access to the state's prekindergarten program for 4-year-olds (at the 2009 funding of \$1,110 per child) reduced the likelihood of third-grade special education placements by 32 percent, and access to Smart Start reduced the odds by 10 percent. Researchers saw a 39 percent reduction in special education placements following both early childhood programs.

Muschkin said the results are "yet another incentive" for policymakers to extend early education to children to avoid spending more on special education down the road.

"It costs about twice as much to educate a child in third grade who receives special education services," Muschkin said. "If we were spending \$8,000 for a regular third-grader, we would be spending twice that for a third-grader placed in special education."

She said that the study confirmed the researchers' hypothesis that there are conditions in young children that could be improved by high-quality early childhood education – including some learning issues and attention disorders. Such programs did not have an effect on physical or other serious disabilities, Muschkin said.

Sen. Jerry Tillman, an Archdale Republican and co-chairman of the education committee, said he wanted to look further at the study's results. Many studies show quality prekindergarten's positive impact on student performance in early grades, Tillman said, but some studies cast doubt on whether the gains are long lasting.

### Taking a close look



"I'm going to take a look at this one," he said, "because I've never seen it associated with special education one way or the other."

Tillman said special education is more costly because of smaller class sizes and special services for children.

The state's NC Pre-K program, previously known as More at Four, has been the subject of political wrangling in recent years. A 2011 state budget provision limited preschool seats for at-risk children, prompting a legal challenge that ended up in the state Supreme Court. The legislature by then had amended the budget language to do away with the limit and a proposed co-payment.

The state has established prekindergarten for poor children as a way to ensure that all children in the state have access to a sound, basic education – the standard established by the courts in a long-running lawsuit about a school quality in North Carolina.

But not all poor children in the state have access to the state Pre-K program. By one estimate, about 67,000 4-year-olds would qualify. The number of available slots has varied with the state's funding year to year. Tillman said more slots were added in 2014.

In the Duke study, researchers found that the prekindergarten program cut down on the number of children with preventable disabilities, including attention disorders and mild mental disabilities. Smart Start, researchers said, helped reduce children classified as having a learning disability, which accounts for almost 40 percent of placements in special education.

### **Avoiding special ed**

Muschkin said some children had avoided special education altogether, while others were able to move out of special ed to traditional classrooms sooner.

The study implied that even children who were not funded for an NC Pre-K slot benefited from being in the same classroom as others who received education according to the program's high standards.

"It certainly would be a really cost-effective investment to increase access to the early childhood program," Muschkin said. "We certainly aren't reaching all the children who may come to school with disadvantages and all the children whose special needs might be taken care of early on and save the school system from having to provide services."

Read more here:

<http://www.newsobserver.com/news/local/education/article10246925.html#storylink=cpy>

#4  
SB 2151  
3/17/15

**TESTIMONY ON SB 2151  
HOUSE EDUCATION COMMITTEE**

**March 17, 2015**

**By: Kirsten Baesler, State Superintendent**

**701-328-4570**

**Department of Public Instruction**

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Chairman Nathe and Members of the Committee:

Good morning, my name is Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to testify in support of Senate Bill 2151.

As an educator I know early childhood education is important. We know it helps children learn when they are most ready and most eager to learn. Anyone who has spent time with a 4 year old knows how curious they are and how many questions they ask.

As an educator I have also followed the mammoth amounts of research that our legislators have received for numerous years providing evidence that early childhood education encourages

brain development and improves a child's ability to learn for a lifetime. Medical advancements have shown us that stimulating environments that expose children to quality early learning activities actually thickens the cortex of a child's brain - and more extensive, sophisticated neuron structures are developed. These neuron structures within the brain then last a lifetime and contribute to a lifetime of intelligence building and behavior maturity. Simply put these neuron structures make children more able to learn as teenagers and adults.

Quality early education programs also build emotional and social skills students need later in school. When I was employed in the Bismarck public school system as a vice principal I saw these underdeveloped interpersonal skills cause numerous visits to the principal's office for my first and second graders.

Early childhood education helps children acquire the skills they need to follow directions, work with peers and finish projects.



If a child can't stay in the classroom because of social problems, they miss important teaching and learning moments which further widens the learning gap. Quality early education opportunities for all of our students helps prevent student achievement gaps from ever forming between lower income children and their higher income peers.

According to the most recent census, the majority of North Dakota's four-year-olds are already in some kind of "day-care" setting and 73 percent of North Dakota children age zero to 5 live in homes where both the mother and father are working - yet only 36 percent of North Dakota's 3 and 4 year olds are enrolled in an early childhood care or education program. That ranks as the fifth-lowest in the nation. SB 2151 would provide the opportunity for communities to provide quality early childhood education programs and give their children better

access to stimulating learning environments during that time away from their parents.

I was in the classrooms and hallways of our schools for over 24 years before becoming state superintendent. Even now I try to visit a classroom or school building at least a few times a month and I will tell you, educational opportunities and expectations are different for this generation of students. The 21<sup>st</sup> Century is asking more of our students. In North Dakota more high school credits are required to graduate than just a generation ago and more jobs require a higher level of learning and understanding than even just a few years ago. Nearly 80% of our North Dakota jobs will soon require at least a high school diploma **and** some college or a training certificate. When I graduated from a North Dakota high school I needed 18 credits to graduate – and that was an increase from the 16 credits my siblings needed in the 1970's to graduate. Our students now

need 22 credits to graduate from high school. We must provide our children the best preparation for their future.

North Dakota was a leader in the nation in providing all-day, every day kindergarten, but according to the National Institute for Early Education Research, North Dakota is one of only 10 states that does not provide any state support for general early childhood education programs. The vast majority of other states are doing it because it works and North Dakota should strive to be a leader once again.

Two years ago the 63rd Legislature provided two opportunities for early childhood education. The Legislature invited school districts to start their own programs if they chose through use of local tax dollars, and the Legislature also asked for a comprehensive study of the early childhood education and care issue in our state.



Some school districts did establish early childhood education programs with the limited local dollars available. As of January 9, 2015 there were 72 North Dakota school districts with early childhood education programs. 21 of them use at least 10 percent local funds, 11 of them use 100 percent local tax dollars, and the rest use a combination of tuition, donations, special education allocations or bake sale fundraisers to fund their programs.

The results of the Early Care and Education study showed a clear need for better information to inform our legislature, the growing need for quality early care and education programs, and the disparity of quality early education programs available across our state. The 2013-2014 school year recorded less than 30 percent of North Dakota's school districts operating an approved early childhood education program and 21 of our 53

counties had no early childhood education opportunities available at all!

The ECE study committee members -comprised of daycare providers, private preschool managers, principals, superintendents, teachers and non-profit leaders - worked hard to collect the limited available data. The policy subcommittee continued the hard work to try to determine a solution that would work for all students in every community. The long hours of discussion, deliberation and brainstorming determined there wasn't a single one-size-fits-all solution that would meet the needs or situation of every community in our state. Thus, the idea of community generated solutions and partnerships that you see detailed in SB 2151 eventually emerged. My deepest gratitude is extended to those members of the committee and their stakeholders for embracing the idea of this community oriented solution to allow the opportunity for more 4 year olds

to be in quality education environments this biennium than there was last biennium.

Mr. Chairman and members of the House Education Committee, I ask that you support Senate Bill 2151 and vote yes for a “do-pass recommendation”. This concludes my testimony.

Thank you for your time and I would be pleased to answer any questions you may have.



#5  
SB 2151  
3/17/15

## SB 2151 – Early Childhood Community Grants

Testimony – NDCEL – North Dakota Council of Educational Leaders

My name is Dr. Aimee Copas – Executive Director for the North Dakota Council of Educational Leaders. Additionally I serve as a Governor Appointed Commission for North Dakota to the Education Commission of the States. Thank you for the opportunity to visit with you regarding our support of SB 2151.

### About The Education Commission of the States – (ECS)

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- ECS does not take sides. ECS is not an advocacy organization.
- ECS is non-partisan. By law, our chair alternates between Democratic and Republican governors every two years. ECS provides a platform for meaningful dialogue wherever you stand.
- ECS covers the P-20 spectrum. ECS works with policymakers, researchers and practitioners at all levels of education, from pre-K to postsecondary and beyond.
- ECS crosses silos in governance. ECS is the only state-focused national organization to bring together governors, state legislators, K-12 and higher education department chiefs and other education leaders.

### Preschool Does Matter

ECS studies indicate that children who participated in high-quality preschool programs were

- 25% less likely to drop out of school
- 40% less likely to become a teen parent
- 50% less likely to be placed in special education
- 60% less likely to never attend college
- 70% less likely to be arrested for a violent crime.

We as educational leaders in the state are acutely aware of the need for Pre-K education for all communities in our state. We are also aware of the roadblocks that exist in our state. We enter into this conversation with a long term vision for education of our youth. We see a time down the road where we can assure an opportunity for Pre-K for all youth in ND to better set them up for success. Because of our state's intense need to move in this direction we do support SB 2151. We do offer to the committee 3 suggestions that we believe would strengthen the bill.

1. That any community-based plan approved under the grant process must provide a commitment to serve all students eligible and applying for pre-k services, under the same principles governing a public school as relates to access.
2. That locally elected school board members – charged with oversight of education in a community be a part of the community process in so much that as the local early childhood board gets to the point of grant readiness, that they bring their intent and plan to a school board meeting for advisement and input.
3. That there be legislative intent that this process is not an in-road to school vouchers.

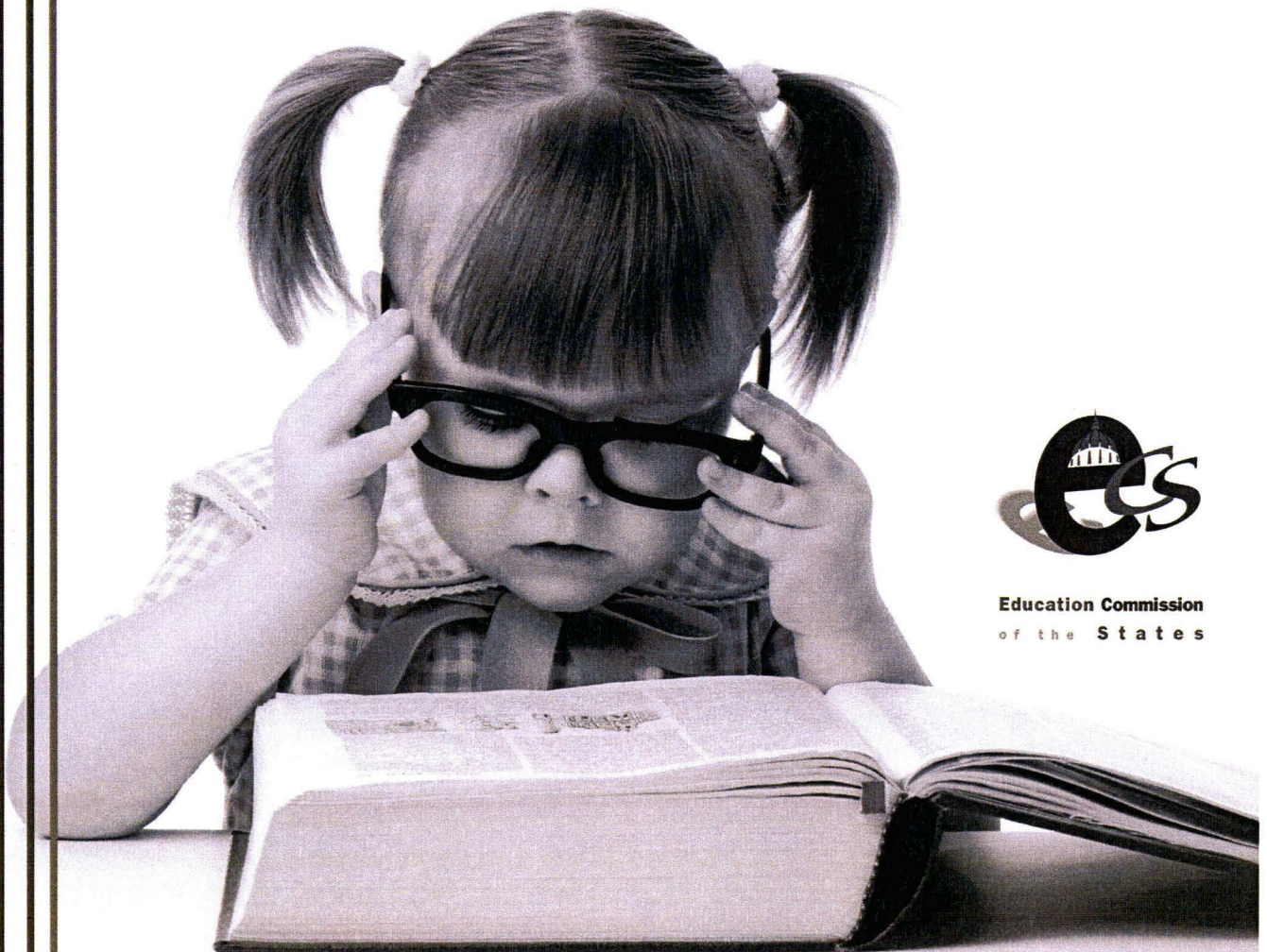
Thank you for your time and consideration.



# INITIATIVES FROM PRESCHOOL TO THIRD GRADE

A POLICYMAKER'S GUIDE

OCTOBER 2014



Education Commission  
of the States



# TABLE OF CONTENTS

Executive Summary .....	1
Why does P-3 deserve the attention of policymakers? .....	2
<b>5 Effective Strategies to Support Children on their Path to Third-Grade Success</b>	
1. Preschool for 3- and 4-year-olds .....	4
2. Effective transitions between preschool and kindergarten .....	6
3. Full-day kindergarten for 5-year-olds .....	8
4. Kindergarten entrance assessments .....	10
5. Policies to promote third-grade reading proficiency .....	12
<b>4 Foundations for an Effective P-3 Approach</b>	
1. High-quality P-3 programs .....	14
2. Aligned P-3 standards, curricula and assessments .....	16
3. Efficient P-3 financing .....	18
4. Effective P-3 governance .....	20
Next Steps .....	22
Endnotes .....	24

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**Citation:**

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# EXECUTIVE SUMMARY

#5a  
SB 2151  
3/17/15

Nationally, policymakers' focus on early learning initiatives is receiving tremendous attention. Policymakers are recognizing how vital a child's earliest learning opportunities are to their long-term educational success. This recognition, however, does not always mean that policymakers know how to impact these early years or even where to start.

One of the most significant services the Education Commission of the States provides to its constituents is timely responses to requests for information. This Early Learning Primer serves as a reference guide for policymakers and their staffs on the most commonly requested topics from preschool to third grade. The brief is organized in response to the two types of questions policymakers most commonly ask ECS about P-3 approaches:

## What are effective strategies to support children on their path to third-grade academic success?

Though a comprehensive P-3 agenda includes programs for children and their parents from birth to third grade, the primary programs and strategies policymakers have inquired about include:

1. **Preschool.** Access to high-quality preschool programs for 3- and 4-year-olds.
2. **Transitions.** Strategies to support children in their transition to kindergarten.
3. **Full-day kindergarten.** Full-day kindergarten programs for 5-year-olds.
4. **Kindergarten entrance assessments.** Using kindergarten entrance assessments to identify school readiness gaps.
5. **Bolstering third-grade reading proficiency.** Innovative policies designed to identify and support children who are not on track to meet third-grade reading goals.

## What are the foundations of any effective P-3 approach?

Though the infrastructure needed to support a comprehensive P-3 agenda includes elements such as longitudinal data systems, professional development systems, family engagement strategies and systems designed to promote children's overall health and well-being, the primary elements policymakers have inquired about include:

1. **High-quality P-3 programs.** Characterized by exceptional educators and leaders who use ongoing data collection to inform instruction and practice.
2. **Aligned standards, curricula and assessments.** Ensuring state's learning standards, curricula and assessments are aligned to support children from preschool to third grade.
3. **Efficient P-3 finance.** Coordinating funding streams that support P-3 programs to maximize dollars and reduce inefficiencies.
4. **Effective P-3 governance.** Coordinating the range of P-3 programs, services, agencies and entities at the state level to ensure the delivery of seamless programs and services for children and families.

Each section of this brief provides an overview of each topic, a brief summary of the research rationale, a status of related initiatives across the nation, specific state examples, questions for critical decision points and links to further reading.



# WHY DOES P-3 DESERVE THE ATTENTION OF POLICYMAKERS?

## Achievement gap starts early, persists through school

While the high school dropout rate poses a significant risk to our nation, there are early warning signs that if acted upon can be used to chart a different path for children. Research demonstrates that the achievement gap can be identified long before children enter kindergarten. Disparities in children's learning are evident as early as nine months of age and persist as children continue through school.<sup>1</sup>

The achievement gap can not only be identified early, it can also be linked to socioeconomic factors. One national study documented that, before kindergarten entry, the average cognitive scores of affluent children were 60 percent higher than those of low-income children.<sup>2</sup>

The children who are most at-risk for school failure are more likely to attend lower-quality elementary schools, making the task of closing early gaps in learning even more challenging to address through schooling alone.<sup>3</sup>

## Academic success and third-grade reading proficiency

The period between preschool and third grade is a tipping point in a child's journey toward lifelong learning. During this time, children have to make a critical transition from "learning to read" to "reading to learn."<sup>4</sup>

If children do not have proficient reading skills by third grade, their ability to progress through school and meet grade-level expectations diminishes significantly. While all areas of children's learning and development are critical for school success, the predictive power of a child's third-grade reading proficiency on high school graduation and dropout rates is startling:<sup>5</sup>

- ◆ Children who are not reading proficiently by third grade are *four times less likely* to graduate high school on time.
- ◆ Children who are not reading proficiently by third grade and also live in poverty are *13 times less likely* to graduate high school on time.
- ◆ *More than half* of all students (63 percent) who did not graduate from high school on time were not reading proficiently in third grade.

About 30 percent of all fourth-graders and 50 percent of African-American and Hispanic fourth-graders nationwide are reading below grade-level, and more than half of those students are likely to drop out or fail to graduate on time.

Society pays a high price for the nearly 1 million teenagers who drop out of high school every year through higher rates of unemployment, lower tax revenues and increased costs to the criminal justice, welfare and healthcare systems.

If policymakers are to make a significant impact on the college and career readiness of our nation's future workforce, interventions to address gaps in learning have to begin earlier than third grade.



## A fragmented P-3 system

In most states, the programs that support children on their path to academic success from birth to third grade are disconnected, especially for low-income children who are most at-risk for school failure. P-3 programs may be fragmented in part because the funding streams and governance that oversee these programs are themselves disconnected. The lack of coordination between early care and education programs that serve children from birth to age 5 and the K-12 education system presents a missed opportunity for states. States need strong leadership to set a vision for program, governance and funding coordination in order to address early gaps in learning and set children on the path toward third-grade success and, ultimately, high school graduation.





# 1

## PRESCHOOL FOR 3- AND 4-YEAR-OLDS

Over the past decade, states have increased the amount of publicly funded voluntary preschool programs available for 3- and 4-year-olds. These programs are typically offered in preschools located in a child care center or school-based setting that in most states are required to meet state preschool program standards.

### Why does preschool matter?

Once considered a strategy just to support working parents with child care needs, the majority of states now view access to high-quality preschool programs as a critical long-term economic investment in the future workforce.<sup>6</sup> Rigorous long-term evaluation studies have found that children who participated in high-quality preschool programs were:<sup>7</sup>

- ◆ 25 percent less likely to drop out of school.
- ◆ 40 percent less likely to become a teen parent.
- ◆ 50 percent less likely to be placed in special education.
- ◆ 60 percent less likely to never attend college.
- ◆ 70 percent less likely to be arrested for a violent crime.

### What is the status of preschool initiatives across the states?

In the 2013-14 fiscal year, 40 states and the District of Columbia allocated \$5.6 billion dollars to enable 1.3 million 3- and 4-year-old children to enroll in state-funded pre-kindergarten programs.<sup>8</sup> However, 41 percent of these programs met five or fewer of 10 benchmarks of quality as defined by the National Institute for Early Education Research.<sup>9</sup>

In 2013, President Obama announced a Preschool for All proposal, which would require the U.S. Department of Education to allocate \$75 billion over 10 years to states based on their share of 4-year-olds from low- and moderate-income families (those at or below 200 percent of the poverty line). The funding would be used to partner with school districts in delivering preschool programs that meet quality benchmarks. For example, programs that incorporate the state's learning standards, provide qualified teachers and continuously assess the effectiveness of instruction.





## State examples

The **Georgia** Pre-K Program, established in 1995, serves more than 80,000 4-year-old children annually. A recent longitudinal study found participation in Georgia's pre-K program significantly improved children's school readiness skills (in kindergarten) across a wide range of language, literacy, math and general knowledge measures.<sup>10</sup>

The **District of Columbia** aims to provide high-quality universal prekindergarten programs through D.C. Public Schools, community-based organizations and charter schools by blending state funds with Head Start funding. In the 2012-13 school year, D.C. reported serving about 90 percent of all 4-year-olds and more than 75 percent of all 3-year-olds.

**Florida's** Voluntary Prekindergarten Education Program provides 540 hours of instruction during the school year and offers an additional 300 hours of preschool programming in the summer to approximately 80 percent of all Florida 4-year-olds. In the 2011-13 school year, nearly 80 percent of children who participated in the program were identified as "ready" for kindergarten, according to the Florida Kindergarten Readiness Screener.

## CRITICAL DECISION POINTS

- ◆ *What is the state's vision for preschool?*
- ◆ *What is the state's capacity to implement preschool for all (i.e., are there enough qualified staff and facilities available) or could a plan for scaling up capacity be developed?*
- ◆ *What is the availability of publicly funded preschool programs? Are they available for a full-day, full-year program?*
- ◆ *Are all children able to access preschool programs or are there family income requirements?*
- ◆ *Are there quality standards in place that state-funded preschools must follow?*

## RESOURCES

*State Pre-K Funding 2013-2014*

<http://www.ecs.org/clearinghouse/01/10/34/11034.pdf>

*The State of Preschool Yearbook: 50 State Profiles 2013*

<http://nieer.org/publications/state-preschool-2013>

*Preschool for All Individual State Plans*

<http://www2.ed.gov/about/inits/ed/earlylearning/increasing-access/index.html>



# 2

## EFFECTIVE TRANSITIONS BETWEEN PRESCHOOL AND KINDERGARTEN

Between preschool and kindergarten, most children — and their parents — experience a significant transition from their early care and education setting to formal K-12 schooling. Kindergarten often includes new surroundings, peers, rules, expectations and ways of learning.<sup>11</sup>

To support parents and children in making a seamless transition to kindergarten, some states and school districts have adopted outreach strategies. For example:

- ◆ Providing opportunities for teachers and incoming kindergarten students to meet over the summer at the new school.
- ◆ Home visits by the kindergarten teacher to the incoming students' homes.
- ◆ Orientation sessions for parents and students.
- ◆ School-wide events for new families.

Program-level strategies are designed to reduce the disconnect between early care and education programs and the K-12 school system. For example, some districts support joint professional development for early education and K-3 teachers, data sharing, joint transition planning and the creation of transition teams to support communication across systems.<sup>12</sup>

### Why do transitions matter?

Children who adjust quickly to kindergarten are more likely to enjoy school, show steady academic and social growth, and focus on new content and skill development. Conversely, when children experience a stressful transition, they are more likely to become disengaged, absent, have behavior problems and lack the ability to focus on meeting academic expectations.<sup>13</sup>

### What is the status of transition initiatives across the states?

Examples of effective preschool to kindergarten transition models are most evident at the local level. Schools, school districts and counties within a state may all have different approaches to supporting children and families in their transition into kindergarten. Only a handful of states have adopted a statewide approach, and still many schools and districts across those states do not have a transition plan in place to support incoming kindergarteners.

### State examples

**South Carolina's** First Steps to School Readiness is a public-private statewide effort that uses a variety of strategies to promote school readiness. One strategy is Countdown to Kindergarten, a home-visitation program that pairs the families of high-risk rising kindergartners with their future teachers during the summer before school entry. Teachers complete six visits with each family, centered upon classroom and content expectations.

In **Massachusetts**, the Boston Public School system has designed a citywide initiative to support families, educators and children in the transition to kindergarten. The Countdown to Kindergarten campaign works with 28 local organizations to coordinate events and activities that help children and their families register, visit, select and prepare for kindergarten. The program also supports children's parents to be active partners in their children's education at home and at school.



## CRITICAL DECISION POINTS

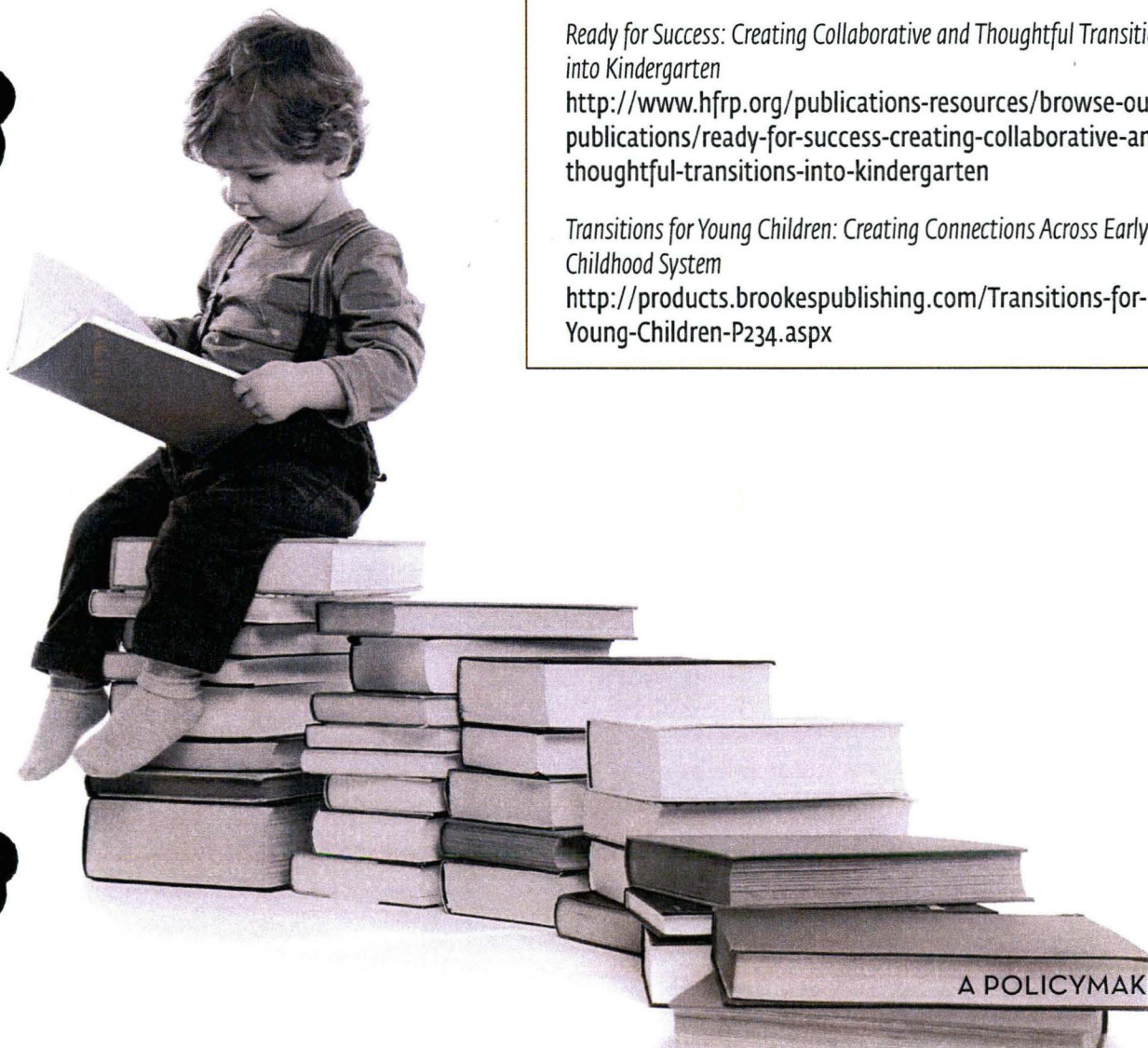
- ◆ *Is there a current statewide transition model in place?*
- ◆ *If a statewide model does not exist, what lessons can be learned from innovative district, community or school-level transition models?*
- ◆ *Are districts required to employ strategies for engaging families and establish two-way communication systems between the pre-K and K-3 programs (i.e. sharing of data and assessments, home visits and professional development opportunities specific to transitions)?*
- ◆ *Is there alignment of standards, curricula and assessments between pre-K and kindergarten?*

## RESOURCES

*Transition and Alignment: Two Keys to Assuring Student Success*  
<http://www.ecs.org/clearinghouse/84/07/8407.pdf>

*Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten*  
<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>

*Transitions for Young Children: Creating Connections Across Early Childhood System*  
<http://products.brookespublishing.com/Transitions-for-Young-Children-P234.aspx>





# 3

## FULL-DAY KINDERGARTEN FOR 5-YEAR-OLDS

Full-day kindergarten refers to kindergarten programs that are funded for the length of a full school day (which ranges across states from four to seven hours a day) and a full school year. Most states only require or fund kindergarten for half of a typical school day (which ranges across states from two to three-and-a-half hours a day).<sup>14</sup>

### Why does full-day kindergarten matter?

Full-day kindergarten programs, especially those that maintain small class sizes, are more effective than half-day programs in promoting children's success in reading and mathematics regardless of race or income.<sup>15</sup> Full-day kindergarten may be a particularly salient policy issue for states investing in high-quality preschool programs. In order to sustain the academic and developmental gains made in preschool, young children need the continued support of a high-quality full-day kindergarten program. Further, with Common Core State Standards, all students are expected to meet the same levels of proficiency at the end of kindergarten and third grade regardless of their participation in a full-day or half-day program, or no kindergarten program at all.<sup>16</sup>

### What is the status of full-day kindergarten across the states?

Eleven states and the District of Columbia require full-day kindergarten, 34 states require half-day kindergarten and five states do not require kindergarten.<sup>17</sup> However, there is a great deal of disparity both within and across states on full-day kindergarten policies. For example, in the 34 states that require half-day kindergarten, some districts fund full-day kindergarten through parent fees, fundraising and redistribution of the district's per-pupil revenue. Other districts cannot, creating inequities in the educational opportunities of children within the state.<sup>18</sup>

### State examples

**Arkansas, Delaware, Louisiana, Maryland, Oklahoma and South Carolina** are the only states in the nation that both require districts to offer full-day kindergarten programs and require students to attend kindergarten.

**Texas** is the only state that requires seven hours of instruction for full-day programs — an additional three hours compared to six states whose programs require a minimum of four hours.

**North Carolina** was the first state to require full-day kindergarten in statute, in 1984. It is part of the state-funding formula and funds kindergarten at the same level as grades 1-3.



## CRITICAL DECISION POINTS

- ◆ *If statewide full-day kindergarten or funding are not in place, what is known about the districts that do provide full-day kindergarten and how is it funded?*
- ◆ *What are the barriers to expansion?*
- ◆ *What is the state's potential for funding or requiring statewide full-day programs?*
- ◆ *What is the state's capacity to implement full-day kindergarten (i.e., are there enough qualified staff and facilities available) or could a plan to scale up be developed?*

## RESOURCES

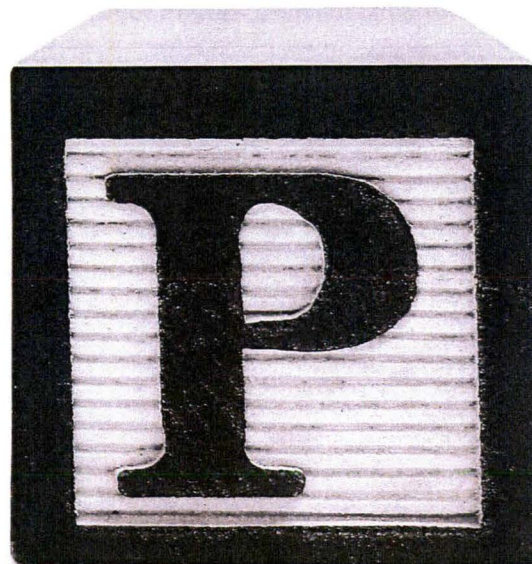
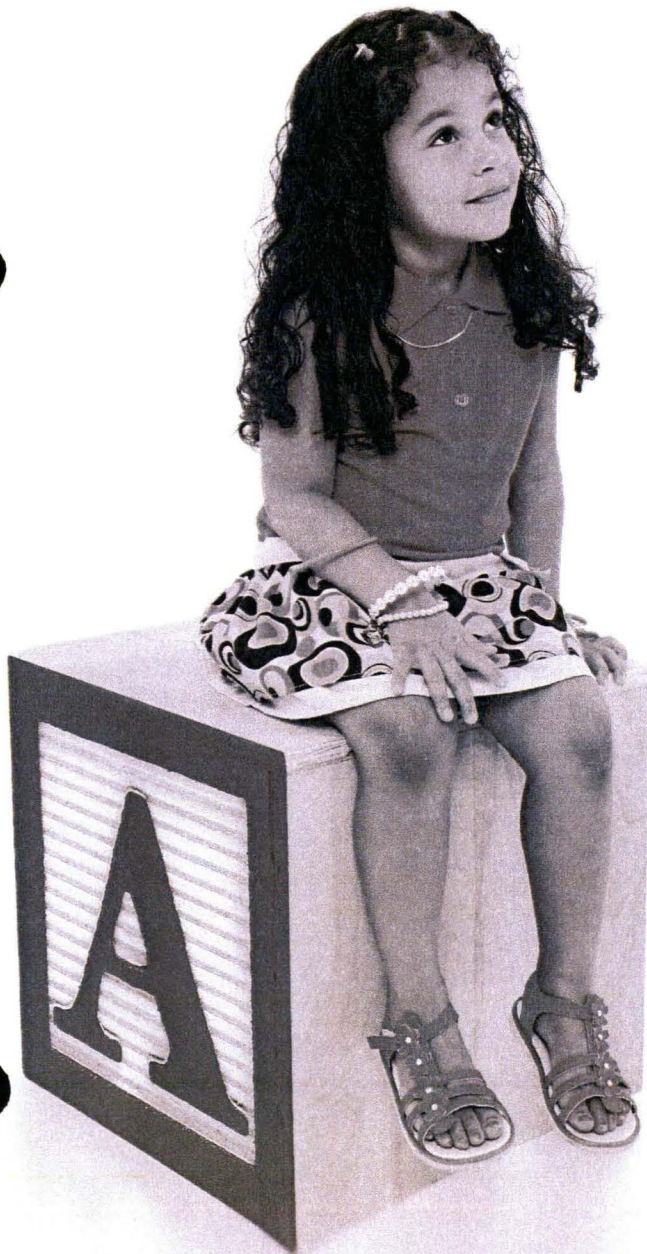
*Inequality at the Starting Line:*

*State Kindergarten Policies*

<http://www.ecs.org/clearinghouse/01/06/78/10678.pdf>

*Interactive Kindergarten Database*

[http://www.ecs.org/html/educationIssues/EarlyLearning/KDB\\_intro.asp?50s=show](http://www.ecs.org/html/educationIssues/EarlyLearning/KDB_intro.asp?50s=show)





# 4

## KINDERGARTEN ENTRANCE ASSESSMENTS

A kindergarten entrance assessment, sometimes referred to as KEAs, as defined by the U.S. Department of Education is an assessment that is:

- ◆ Administered to children in the first few months of the kindergarten school year.
- ◆ Covers a broad range of skills including literacy, mathematics, and social-emotional and physical development.
- ◆ Appropriate for kindergarten students.

### Why do KEAs matter?

To ensure that children are on track to meeting third-grade learning goals, educators need baseline data at school entry to identify and address children's gaps in learning as early as possible. States often select KEA tools that can be used at the beginning, middle and end of the school year so that teachers can track children's progress over time and tailor their instruction accordingly. Many states are also moving toward using the same KEA tool in all kindergarten classrooms across the state. When KEA data are comparable at the state level, policymakers can use the data to quantify the "school readiness" gap and identify individual districts or counties that may need particular support in helping children achieve grade-level proficiency.

### What is the status of KEA initiatives across the states?

In 2010 only seven states collected KEA data that could be analyzed at the state level to inform funding and policy decisions.<sup>19</sup> As of the spring of 2014, 16 states reported implementing a statewide KEA,<sup>20</sup> and 18 states have received federal Enhanced Assessment Grant funding to implement new KEA assessment systems. Of the 37 states that applied for the Race to the Top Early Learning Challenge, 35 identified the development of a KEA as a top priority.

### State examples

Over the past 12 years, **Maryland** has become adept at using its statewide KEA data to tailor instruction and support for children who are most at risk for school failure. In the 2013-14 school year, 83 percent of children were fully ready for kindergarten, up from 49 percent in 2001-02.<sup>21</sup>

In 2011, **Washington's** legislature passed Senate Bill 5427, which made their KEA mandatory for state-funded full-day kindergarten classrooms in the 2012-13 school year. After training all teachers, Washington's assessment is estimated to cost about \$10 per student or a total of \$1.5 million. Including additional teacher supports such as staff time for data entry and family outreach could increase the costs to \$3.5 million.



## CRITICAL DECISION POINTS

- ◆ Does a statewide KEA exist to inform an understanding of school readiness across the state?
- ◆ What is the purpose of the KEA, or what would be the potential purpose of a KEA if one does not exist? For example, will the data be used to inform classroom instruction, to inform state policy actions, to inform parents or all of the above?
- ◆ If a KEA does exist, what is the current level of children's school readiness at kindergarten entry?
- ◆ Are the schools with high proportions of children not ready for school located in concentrated geographic areas that can be targeted for support or additional resources?
- ◆ If a KEA does not exist, what is the state's potential for developing a KEA?

## RESOURCES

*Policy Analysis Topics, P-3 Kindergarten*

<http://www.ecs.org/html/educationIssues/ECSStateNotes.asp?nlssueID=260>

*Kindergarten Assessment Position Paper*

[http://www.ccsso.org/Documents/CCSSO\\_K-Assessment\\_Final\\_7-12-11.pdf](http://www.ccsso.org/Documents/CCSSO_K-Assessment_Final_7-12-11.pdf)

*Kindergarten Entry Assessments*

<http://www.elccollaborative.org/assessment/77-kindergarten-entry-assessment.html>





# 5

## POLICIES TO PROMOTE THIRD-GRADE READING PROFICIENCY

Third-grade reading proficiency is defined by a child's ability to demonstrate the appropriate level of reading comprehension, use of vocabulary, reading fluency, logical writing, coherent speaking and interpretation of different types of texts (e.g., graphs, newspapers, poems). End-of-grade state literacy tests are designed to measure these skills in accordance with third-grade learning standards and expectations.

### Why third-grade reading proficiency matters

The ability to read is a fundamental skill essential for learning. It is well documented that children who do not achieve reading proficiency by third grade are more likely to be retained, have behavior problems, low self-esteem and drop out of school.<sup>22</sup>

### What is the status of third-grade reading policies across the states?

More than 30 states have passed legislation aimed at increasing the identification, intervention and/or retention of K-3 students who are not on track to meeting third-grade reading expectations.<sup>23</sup> States have also developed policies to increase school accountability, teacher expectations and expand early identification efforts to preschool programs.<sup>24</sup>

### State examples

The **Colorado** READ Act, passed in 2012, requires school districts to screen and identify students in grades K-3 who are reading below grade level. Once identified, the school is charged with developing a strategy for providing extra reading support before the child reaches the fourth grade. The legislation also includes \$4 million for an Early Literacy Grant Program that supports districts with literacy assessments, professional development, instructional support and appropriate interventions. It targets an additional \$16 million for districts to use toward one of three literacy support programs: full-day kindergarten, tutoring services or summer school.

The **Virginia** Early Intervention Reading Initiative, established in 1997, requires school districts to provide early intervention services to all children who demonstrate deficiencies on diagnostic reading tests from preschool through third grade. The legislation provides incentive funds for school districts and requires a local match to fund support services.



## CRITICAL DECISION POINTS

- ♦ *What is known about the children who are not reading proficiently in third grade? For example, are the schools they attend located in concentrated geographic areas that can be targeted for support or additional resources?*
- ♦ *What policies and systems are in place to identify and support children not on track for meeting grade-level reading goals?*
- ♦ *Is there a state agenda to ensure children are reading proficiently by third grade that involves cross-agency support, collaboration and leadership at the state and local level?*

## RESOURCES

*Third-Grade Reading Policies*

<http://www.ecs.org/clearinghouse/01/03/47/10347.pdf>

*Third-Grade Literacy Policies: Identification, Intervention, Retention*

<http://www.ecs.org/clearinghouse/01/01/54/10154.pdf>

*A Problem Still in Search of a Solution: A State Policy Roadmap for Improving Early Reading Proficiency*

<http://www.ecs.org/clearinghouse/01/04/41/10441.pdf>

*State Policy Tracking Database: Reading and Literacy*

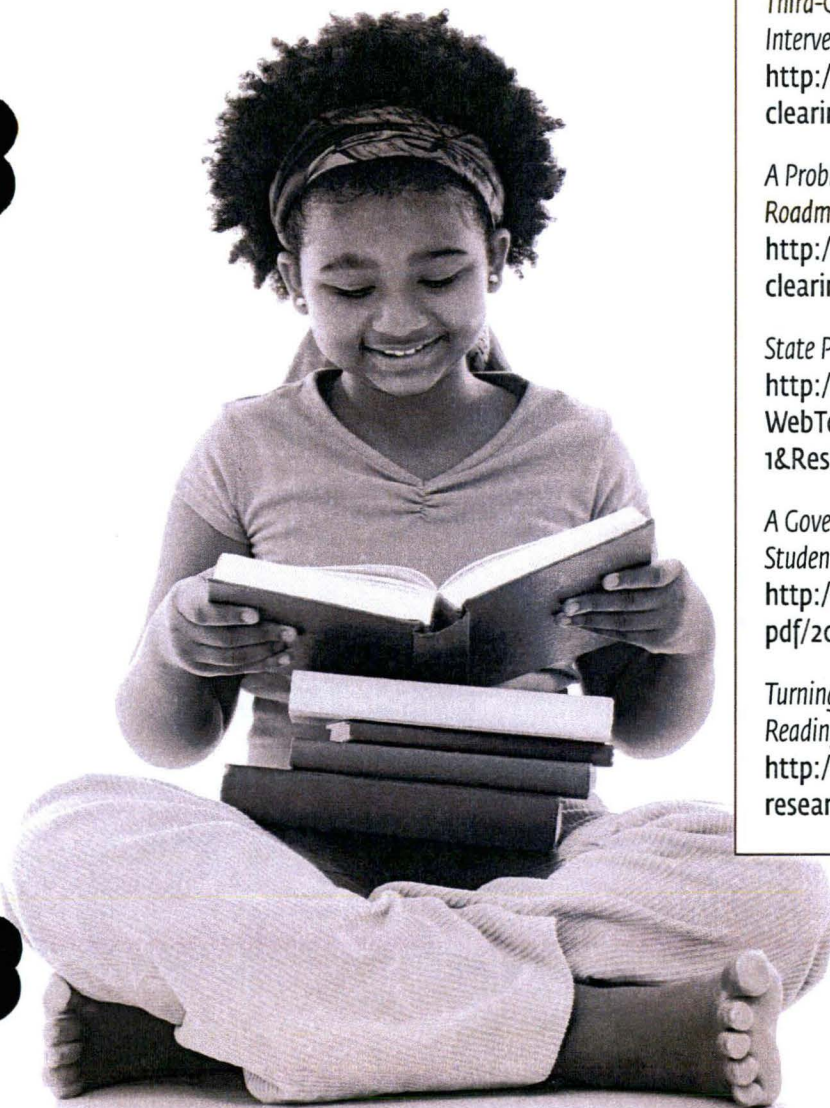
<http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&count=-1&RestrictToCategory=Reading/Literacy>

*A Governor's Guide to Early Literacy: Getting All Students Reading By Third Grade*

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>

*Turning the Page: Refocusing Massachusetts for Reading Success*

[http://www.strategiesforchildren.org/docs\\_research/10\\_TurningThePageReport.pdf](http://www.strategiesforchildren.org/docs_research/10_TurningThePageReport.pdf)





## 1

## HIGH-QUALITY P-3 PROGRAMS

High-quality programs found to be effective in promoting positive outcomes for young children share several characteristics, including:<sup>25</sup>

- ◆ Highly skilled educators.
- ◆ Small class sizes and high adult-to-child ratios.
- ◆ Age-appropriate curricula and stimulating materials in a safe environment.
- ◆ An environment that is rich with language, books, print materials and conversation between and among children and adults.
- ◆ Respectful interactions between teachers and children.
- ◆ High and consistent levels of child attendance.

High-quality programs are also characterized by teachers who use observation and assessment data to inform curriculum and planning, and leaders who not only provide administrative support but also serve as strong instructional guides.<sup>26</sup>

### Why does quality matter?

Children who have access to high-quality P-3 educational experiences demonstrate better academic outcomes and fewer behavioral problems than children who do not.<sup>27</sup> High-quality programs can reduce grade-level retention and special education placement while increasing children's school achievement and pro-social behavior.<sup>28</sup> For low-income young children, participation in high-quality programming has been found to mitigate early disparities in learning.<sup>29</sup> Though access to preschool programs for 3- and 4-year-olds has increased significantly over the past decade, the benefits of these programs (i.e., achieving success in third grade) are not likely to be realized if they do not meet critical benchmarks of quality.

### What is the status of quality initiatives across the states?

Efforts to define and measure quality in P-3 settings generally fall into two categories: Systems that evaluate K-3 teacher quality and systems that evaluate early childhood (birth to 5) program quality. More than 40 states use teacher evaluation systems to examine the quality and effectiveness of teachers in the K-12 system.

Teacher evaluation systems typically include measures of student achievement and observations of teacher practice.<sup>30</sup> However, a national dialogue has emerged around the validity of these evaluation systems for measuring the quality of educators in the early grades since summative assessment data (that also narrowly focus on literacy and math) are not appropriate or effective measures of young children's growth and learning.<sup>31</sup> Instead, some states are beginning to explore the use of metrics that directly evaluate the quality of early-grade teachers, such as the K-3 Classroom Assessment Scoring System (CLASS), and weigh those results more heavily in teacher evaluation systems than student outcome data.<sup>32</sup>

To evaluate the quality of early childhood and school-aged care settings (e.g., before/after school), 43 states have developed or are piloting a Quality Rating and Improvement System (QRIS). Similar to star ratings used for restaurants and other services, a QRIS designates a quality rating based on criteria determined by the state. These criteria typically include measures of staff qualifications, training and professional development, ratios/group size, the quality of the learning environment and the involvement of parents and family members.<sup>33</sup>



## State examples

In 2010, **Illinois** passed legislation to better prepare principals in their roles as both instructional leaders and leaders of schools that include preschool programs. Specifically, the law requires that principals obtain a new P-12 license, replacing the previous K-12 license. The law also requires institutions of higher education to be re-accredited to demonstrate that their principal licensure programs include curricula that will build capacity as instructional leaders and that it includes deeper coverage of early childhood development content.<sup>34</sup>

At least five states (**Colorado, Massachusetts, New Jersey, Pennsylvania and Rhode Island**) have included the CLASS as an approved measure districts can use as part of their K-12 teacher evaluation systems, which may be a more appropriate and informative measure of early-grade teacher quality than other measures.<sup>35</sup>

### CRITICAL DECISION POINTS

- ◆ *Does the state have a teacher evaluation system that includes performance evaluations for kindergarten through third-grade teachers?*
- ◆ *Does the state have a Quality Rating and Improvement System (QRIS) to assess the quality of programs for children ages birth to 5?*
- ◆ *What percentage of programs serving children ages birth to 5 participate in the QRIS?*
- ◆ *What percent of low-income children are participating in high-quality programs?*
- ◆ *What are the strengths and weaknesses of the support systems in place to promote program and classroom quality? For example, professional development systems, the availability of P-3 degree and credential programs in institutes of higher education, and ongoing training or coaching for professionals already in the field.*

### RESOURCES

*How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems?*

[http://ceelo.org/wp-content/uploads/2014/03/CEELO\\_policy\\_report\\_ece\\_teachereval\\_march\\_2014.pdf](http://ceelo.org/wp-content/uploads/2014/03/CEELO_policy_report_ece_teachereval_march_2014.pdf)

*Leading for Early Success: Building Principals' Capacity to Lead High-Quality Early Education*

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1306LeadingForEarlySuccessPaper.pdf>

*QRIS and P-3: Creating Synergy Across Systems to Close Achievement Gaps and Improve Opportunities for Young Children*

[http://www.buildinitiative.org/portals/o/uploads/documents/resource-center/diversity-and-equity-toolkit/qris\\_p-3brief.pdf](http://www.buildinitiative.org/portals/o/uploads/documents/resource-center/diversity-and-equity-toolkit/qris_p-3brief.pdf)

*Framework for Planning, Implementing, and Evaluating Pre-K through Third Grade Approaches*

[http://depts.washington.edu/pthru3/PreK-3rd\\_Framework\\_Legal%20paper.pdf](http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf)

## 2

## ALIGNED P-3 STANDARDS, CURRICULA AND ASSESSMENTS

Learning standards define what children should know or be able to do at each grade or stage of development in areas such as language, reading, math, science, health and physical education/development. Curricula articulate an educational approach for teaching (pedagogy) and provide a framework for designing lessons and activities through interactions with materials, peers and adults. Assessments that are appropriate for young children primarily rely upon teacher observation instead of direct performance assessments (e.g., paper/pencil tests or verbal quizzes of rote knowledge). In addition, though the purpose of the assessment best dictates how the data are used, early-grade assessment data are typically best used in a formative way to guide instruction.

### Why does alignment matter?

When children engage in a coherent set of high-quality P-3 learning experiences, the “fade out” effect (i.e., the notion that early gains in learning disappear later in school) is greatly diminished.<sup>36</sup> Aligning standards, curricula and assessments ensures that young children engage in the right sequence of learning experiences at the right time. Alignment also ensures children are working toward building the set of skills and knowledge they will need as they move from a high-quality preschool to a high-quality full-day kindergarten and the early elementary grades.

### What is the status of alignment initiatives across the states?

States are working to address alignment from two perspectives — horizontal and vertical. Horizontal alignment works to ensure that the standards, curriculum and assessment approaches used within a grade level are aligned. Vertical alignment works to ensure that standards, curricula and assessments are sequentially aligned as children move from grade to grade.<sup>37</sup> Though nearly all states have early learning standards for children ages birth to 5, not all states have aligned these standards to their K-12 standards. In some cases, they have aligned their early learning standards to the Common Core State Standards, which only include math and literacy.

### State examples

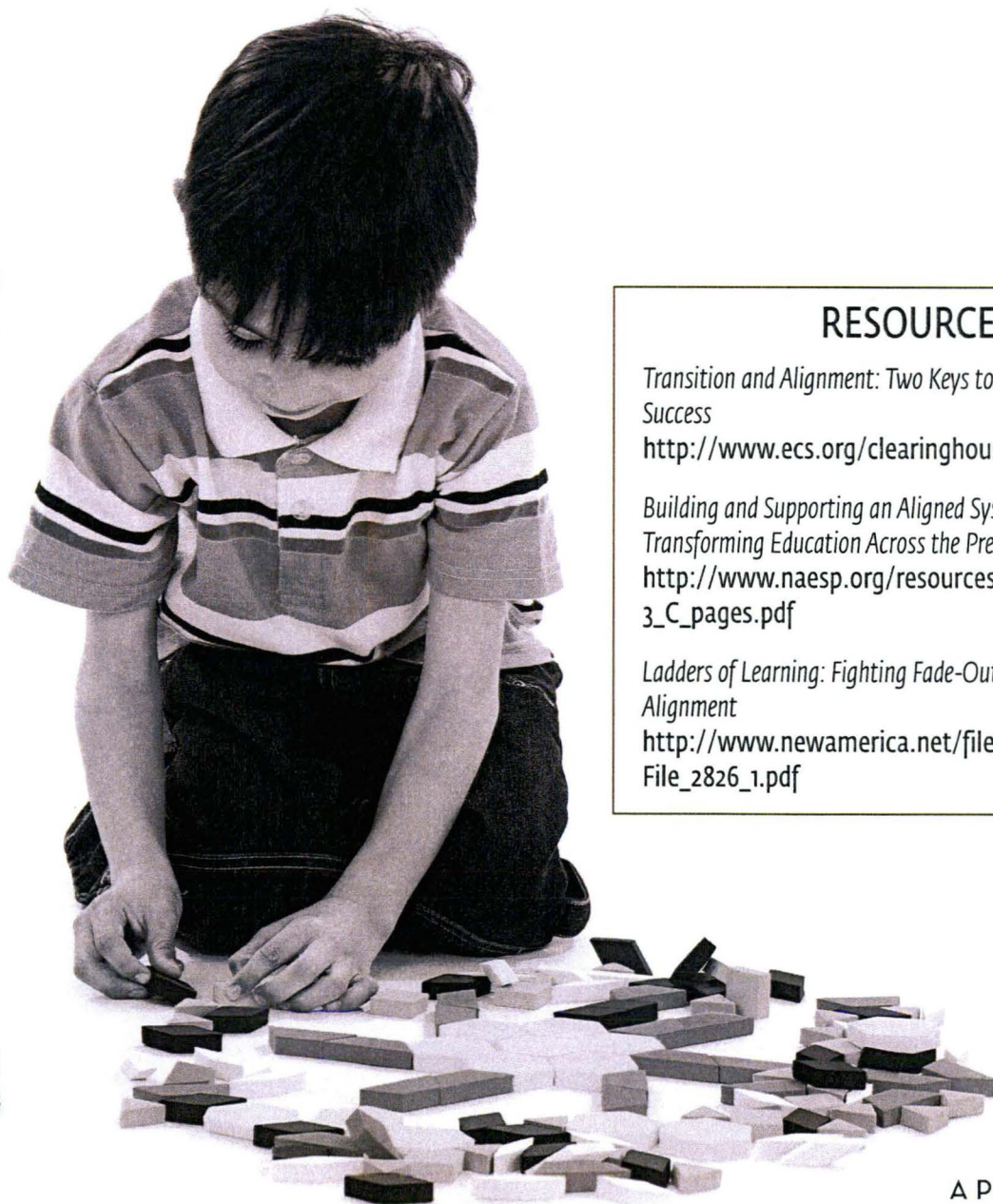
**Pennsylvania** has developed a comprehensive set of learning standards that are aligned from birth to third grade. Pennsylvania also has taken steps to ensure that the standards, curricula and assessments used within P-3 grade levels are aligned. To support local choice, Pennsylvania provides a detailed list of approved curricula that align to the early learning standards and has produced a number of materials to help local programs and entities choose appropriate and aligned assessment instruments.

For several years, **New York** has had comprehensive early learning standards that include the major domains of development such as literacy, math, cognition, social-emotional and physical development. However, since adopting the Common Core State Standards, New York has created a new set of standards called the Pre-Kindergarten Foundation for the Common Core. The new standards include revised literacy and math standards to ensure alignment with the Common Core as well as standards related to domains of learning that are fundamental to young children’s school success such as social-emotional development, physical development and approaches to learning (e.g., persistence and curiosity).



## CRITICAL DECISION POINTS

- ◆ *Are learning standards aligned for children ages birth through 8?*
- ◆ *Do the birth through third-grade learning standards cover the areas of learning and development that are critical for school success: language and literacy, math, cognition, physical development, socio-emotional development and approaches to learning (e.g., persistence, curiosity)?*
- ◆ *Are early-childhood assessments (preschool) aligned with kindergarten entrance assessments and third-grade testing?*



## RESOURCES

*Transition and Alignment: Two Keys to Assuring Student Success*

<http://www.ecs.org/clearinghouse/84/07/8407.pdf>

*Building and Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Year*

[http://www.naesp.org/resources/1/NAESP\\_Prek-3\\_C\\_pages.pdf](http://www.naesp.org/resources/1/NAESP_Prek-3_C_pages.pdf)

*Ladders of Learning: Fighting Fade-Out by Advancing P-3 Alignment*

[http://www.newamerica.net/files/archive/Doc\\_File\\_2826\\_1.pdf](http://www.newamerica.net/files/archive/Doc_File_2826_1.pdf)



## 3

## EFFICIENT P-3 FINANCING

Developing an efficient P-3 financing strategy can be challenging because no single state or federal funding stream covers the full range of programs and services for children from birth to third grade. In addition to state and local funds, there are more than 100 federal funding sources that could be used to support P-3 approaches.<sup>38</sup>

To further complicate the picture, most of the funding for children ages birth to 5 comes from a number of different federal funding streams, while funding for K-3 education comes primarily from state and local funds. As a result, it takes policymakers who are savvy about "blending" (i.e., combining) and "braiding" (i.e., coordinating) funds to maximize revenue, minimize inefficiencies, reduce duplication and ultimately reach more children.

To take full advantage of the funding that is available, state leadership is needed to:

- ◆ Identify the most significant and sustainable set of P-3 funds available.
- ◆ Cultivate the buy-in needed to work through the administrative challenges that come with blending and braiding funds.
- ◆ Keep multiple stakeholders dedicated to funding coordination despite inevitable changes in economic and political climate.<sup>39</sup>

### Why efficient P-3 financing matters

The chances that children, especially low-income children, will meet third-grade learning goals is greatly improved when they have access to a consistent set of high-quality programs for a full-day/full-year from birth to age 8. Efficient P-3 financing can be used to increase program quality (e.g., training, professional development, materials, curricula), access (e.g., facilities, slots, new or expanded programs such as preschool, full-day/full-year programming) or, ideally, both.

The following list provides an initial set of funding sources policymakers might consider when developing a P-3 financing strategy.

### Major federal P-3 funding sources

*The Child Care and Development Block Fund (CCDF)*, also called child care subsidy or child care assistance, administered by the U.S. Department of Health and Human Services and the 21st Century Community Learning Centers (CCLC) grants administered by the U.S. Department of Education are the two major sources of funding for child care and after-school programs for low-income children. CCDF is a federal child care subsidy program (that requires a state match and a minimum 4 percent quality set aside) available to children birth to 13 living in families whose income is 85 percent below the state median income. CCLC is a \$1 billion grant program for after-school, before-school and summer programming.

*Head Start and Early Head Start* are intensive programs that support the academic, social-emotional and health outcomes for low-income infants, toddlers and preschool-aged children. Though Head Start/Early Head Start funds flow directly from federal to local grantees, some states have found creative ways to blend Head Start funding with state general funds in order to extend programs and services to more children and families.



*Individuals with Disabilities Act (IDEA Part B and Part C)* provides screening, intervention and special services to young children with disabilities from birth to age 2 (Part C) and from ages 3 to 5 (Part B).

*Title I* is available to school districts with high percentages of poor children and can be used to support preschool programming.

## Major state P-3 funding sources

*State-funded preschool programs* for 3- and 4-year-olds, most of which are in school-based settings, exist in 40 states and the District of Columbia as of early 2014.<sup>40</sup>

*K-3 public education* is typically a blend of state and local funds dictated by the state's school funding formula. Some states provide districts with funding for full-day kindergarten programs while, in other states, districts rely on a mix of state funds, local funding and even student tuition to provide these programs.

### CRITICAL DECISION POINTS

- ◆ *Has a fiscal mapping of P-3 funding streams been conducted in the state and, if not, what resources could be devoted to conducting this type of assessment?*
- ◆ *If a P-3 fiscal map cannot be conducted, what information can be used to identify gaps and duplication of current funding?*
- ◆ *What are the P-3 funding priorities?*
- ◆ *What new or existing funding streams could be dedicated to these priorities?*
- ◆ *What coordination is needed at the state level to promote the "blending" and "braiding" of funding at the state or local level?*

### RESOURCES

*State Pre-K Funding 2013-2014*

<http://www.ecs.org/clearinghouse/01/10/34/11034.pdf>

*Learning to Read: A Guide to Federal Funding for Grade-Level Proficiency*

[http://www.caqsap.net/uploads/reports/LearningToRead-AGuide\\_to\\_Fed\\_Funding\\_of\\_GLR\\_2011.pdf](http://www.caqsap.net/uploads/reports/LearningToRead-AGuide_to_Fed_Funding_of_GLR_2011.pdf)

*Blending and Braiding Early Childhood Program Funding Streams Toolkit*

<http://www.ounceofprevention.org/national-policy/Blended-Funding-Toolkit-Nov2013.pdf>





## 4

## EFFECTIVE P-3 GOVERNANCE

Most states do not have an entity or coordinating agency that oversees the funding or programming for children from birth through third grade. While K-12 education is governed by state departments and boards of education, the programs and services for children ages birth to 5 are typically administered by multiple state agencies or entities. These entities oversee programs related to young children's health/mental health, education (Head Start/Early Head Start, child care, early intervention, pre-kindergarten and K-12) and social services (Temporary Assistance for Needy Families, foster care, home visiting, family resource centers and parenting education).

As a result, state leadership is needed to designate a strategy or structure for coordinating P-3 programs and funding. To be effective, P-3 governance needs to maintain efficiency and to be established with vision and authority to accomplish short- and long-term outcomes. It is also important to note that coordinated governance does not mean all programs and services need to be co-located under the same "roof" but rather the governance entity has to have the authority needed to make decisions across multiple entities.

### Why governance matters

Establishing a vision for P-3 governance sets the expectation that early care and education programs should be coordinating with K-12 systems. P-3 governance that works to support a focused agenda can also help to maximize limited resources by eliminating gaps in services and reducing duplication, increasing collaboration and potentially downsizing administrative bureaucracy.

### What is the status of P-3 governance across the states?

Though no state has a P-3 governance structure, most states do have a P-16 or P-20 council, some of which have specific task forces or sub-committees focused on P-3 initiatives. In addition, a number of states such as **Arizona, Colorado, Georgia, Maryland, Massachusetts, Oregon, Pennsylvania** and **Washington** have established state- or department-level structures to coordinate early childhood programs and services. Many states also continue to convene their statewide Early Childhood Advisory Council (ECAC). In 2010, 45 states received \$100 million in grant funding to support a statewide ECAC, which were charged with improving coordination across early care and education programs. Coordinating early care and education programs makes it easier for state departments of education to connect with the collection of birth-to-5 programs and services, making P-3 governance possible.





## State examples

The **Pennsylvania** Office of Child Development and Early Learning oversees early childhood programs previously located in the departments of Education and Public Welfare, together in one office. Programs include Head Start, pre-kindergarten, early intervention (Part C programs and preschool early intervention programs), child care and family support.

**Maryland** consolidated a number of its early childhood programs into a single division within the State Department of Education, including state-funded preschool, the state's child care subsidy and licensing systems, the state Quality Rating and Improvement System (QRIS), kindergarten entry assessment system and early intervention services.

### CRITICAL DECISION POINTS

- ◆ *Does the state have a coordinating body that either has purview over P-3 efforts or would be the logical entity to have oversight? For example, a P-16/P-20 Council, Early Learning Advisory Council, Early Childhood Comprehensive Systems Council or a public-private partnership.*
- ◆ *Are there duplicative coordinating entities working at cross purposes?*
- ◆ *Does the entity have the right level of authority to be effective in coordinating programs and promoting collaboration?*
- ◆ *Does the entity have the right composition of members who represent the P-3 programs and initiatives that need to be working together?*
- ◆ *Do the individuals who represent those efforts have the authority needed to implement the mission and vision of the entity?*
- ◆ *Is the entity sustainable?*

### RESOURCES

*A Framework for Choosing a State-Level Early Childhood Governance System*  
<http://www.buildinitiative.org/Portals/0/Uploads/Documents/Early%20Childhood%20Governance%20for%20Web.pdf>

*Governor's Role in Aligning Early Education and K-12 Reforms: Challenges, Opportunities, and Benefits for Children*  
<http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/governors-role-in-aligning-early.html>



# NEXT STEPS

Setting children on a path to academic success early in life is the most effective and cost-efficient way to prevent high school dropouts and secure the economic stability of our country and future workforce. Yet investments in individual programs for a single point in time cannot “inoculate” children, especially at-risk children, from school failure. Instead, a coordinated approach is needed to help young children develop and *continue to build upon* the fundamental skills they need to succeed in school. Public policy can play a critical role in ensuring that programs from birth to third grade are working together to prepare and sustain a child’s success in school.

This brief has provided an initial list of questions that may be used as a starting point for policymakers to explore the feasibility of new initiatives or build upon current efforts. State policymakers interested in advancing one or more of these policy initiatives might start by seeking out support from ECS, an organization that can offer comprehensive services including 24-hour responses to requests for information, legislative testimony and convening the stakeholders currently involved in P-3 initiatives. Examining the status, success and challenges of existing efforts is the best way to build a coordinated agenda to increase third-grade reading efficiency, close the achievement gap and support children from birth to third grade.





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P-3

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## State Pre-K Funding: 2012-13 School Year

April 2013

Michael Griffith

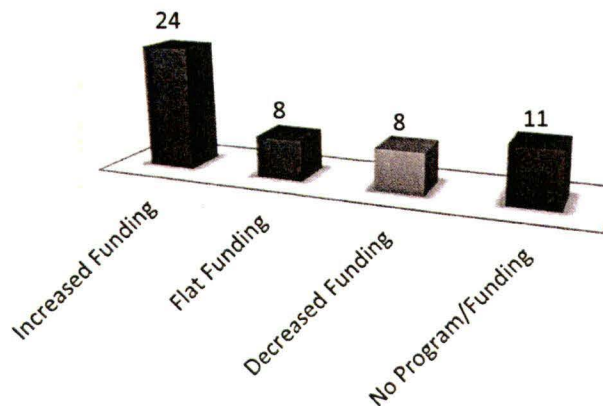
Policymakers around the country showed their support for pre-kindergarten programs in their 2012-13 state budgets. An analysis conducted by the Education Commission of the States (ECS) found that the majority of state policymakers around the country have spared pre-K funding from the chopping block, and in about half of the states, increased funding—many substantially.

This is impressive when one considers that at least 26 states cut K-12 spending on a per-student basis in the 2012-13 school year.<sup>1</sup> In contrast, ECS found that funding for pre-K programs serving 4-year-olds increased by \$181 million (3.6%) to a total of \$5.3 billion in 2012-13. More than half of this increase—\$104 million—comes from California. Not every state experienced positive funding growth. Of the 40 states that provide funding for pre-K, 23 states plus the District of Columbia increased their funding levels and eight kept levels the same, while eight states made cuts.

Despite an improving economy in the 2012-13 fiscal year, state budgets grew only 2.2% on average—about half the rate of typical budget growth. This means that state policymakers continue to be faced with tough decisions about where to spend their limited revenues. Even in this climate, with ever-increasing awareness of the impact quality early learning has on 3rd-grade reading proficiency, more states are preserving or even boosting their funding for pre-K. This is particularly noteworthy as many states have reduced their overall education budgets, have increasing costs in Medicaid and public pensions, and are dealing with limited growth in their budgets.

### State Pre-K Funding in 2012-13

Number of States for Each Level of Funding





**Increased state funding:** Alabama, Alaska, California, Connecticut, District of Columbia, Florida, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, Rhode Island, Tennessee, Vermont, Virginia, and Wisconsin

**Decreased state funding:** Georgia, Illinois, Missouri, Oklahoma, Oregon, South Carolina, Texas, and West Virginia

**Flat state funding:** Arkansas, Colorado, Delaware, Kentucky, Minnesota, Nevada, Pennsylvania, and Washington

### Some States Experienced Big Funding Gains

The following states increased their funding for 4-year-old pre-K programs by at least 10% or their threshold hit \$19 million plus:

State Totals		
State	Funding Increase	Percentage Increase
Rhode Island	\$1.65 million	206%
New Mexico	\$4.7 million	32.5%
California	\$104 million	27.7%
Alaska	\$2.5 million	26.2%
Kansas	\$7.9 million	23.6%
Iowa	\$9.3 million	16.0%
Wisconsin	\$21.0 million	14.2%
North Carolina	\$17.9 million	13.7%
Florida	\$28.5 million	7.4%
New Jersey	\$19.4 million	3.2%

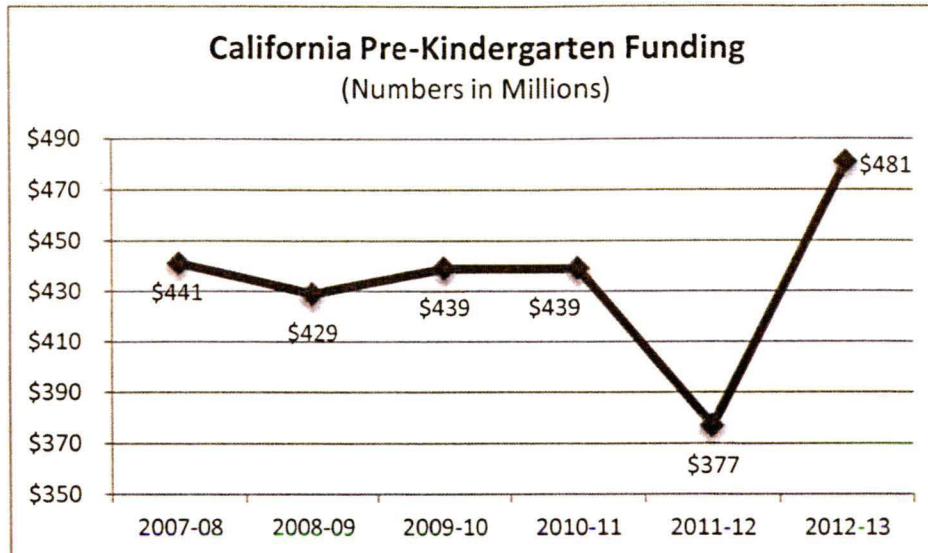
#### Using State K-12 Formulas for Pre-K Funding

As part of a school funding system overhaul, Rhode Island created a new high-quality, 4-year-old pre-K program targeted toward at-risk students that is funded through the state’s K-12 formula—this program is in addition to the state’s funding of Head Start programs. Rhode Island joins 14 other states and the District of Columbia in using the state’s primary K-12 school funding formula to fund its pre-K program. The Rhode Island pre-K program is now funding 4-year-old pre-K students at the same level as students in grades K-12. The program is funded at \$1.45 million this year and will serve 140 full-time students (\$10,069 per student). The goal is to serve 1,100 4-year-olds in full-day programs annually over the next 10 years. A 2010 Pre-K Now study concluded that *“Embedding pre-K within the state’s school funding formula can help protect our youngest students from shifting political and economic climates by providing equitable, sufficient, and sustainable pre-K funding that supports quality, grows with enrollment to meet demand, and has the capability to serve all children.”*<sup>2</sup>

#### California Restores Early Learning Funding Cuts

After several years of virtually flat or decreasing funding to the state’s pre-K program (see chart), California provided an additional \$104 million in this year’s budget. California voters approved Proposition 30 in November 2012, which increased state sales and income taxes to generate an estimated \$6 billion in additional state funding. If the proposal had not been approved by the voters, pre-K funding for FY 2012-13 would have been set at \$377 million—which would have been \$62 million (14.1%) below 2010-11 funding levels.





Data for FY 2008 to FY2012 is from Pre-K Now's *Votes Count* reports.

#### North Carolina Adjusts Pre-K Funding Mid-Year

North Carolina's approved budget would have reduced 2012-13 pre-K funding by \$2.1 million. However, then-Governor Beverly Perdue issued an executive order that allowed for \$20 million in unspent state funds to be moved to the state's pre-K program for the remainder of the 2012-13 school year. By moving these funds, the state increased pre-K funding by \$17.9 million and created an estimated 4,965 additional pre-K slots for the young children of North Carolina.

#### Why the Support for Pre-K?

Why did the majority of states either increase or maintain pre-K funding while cutting other government programs, including K-12 education? As Governor Robert J. Bentley of Alabama said in his 2013 State of the State address: *"Children and schools must be given every chance to succeed. By allowing greater access to a voluntary Pre-K education, we will change the lives of children in Alabama."* More and more policymakers, Republicans, and Democrats alike have come to view pre-K as a key education and future workforce strategy. Governor Andrew Cuomo of New York voiced this perspective in his 2013 State of the State address: *"The statistics are overwhelming. Children who receive early education perform 25% better on math by the second grade, 20% better on English, 30% are more likely to graduate from high school, 32% are less likely to be arrested as a juvenile. We should provide real pre-K for all our children".*

#### Room for Growth

While overall state investments in pre-K programs grew in 2012-13, 11 states still provide no funding for pre-kindergarten. Some of these states are however, looking at creating state-funded pre-K opportunities. Hawaii passed legislation in 2012 to create a new office of early learning, which will help in the development of a plan for an early childhood education program that offers universal access for the state's 4-year-olds. Governor Steve Bullock of Montana also expressed his desire for Montana to start investing in pre-K during his 2013 State of the State address.

Even those states that currently invest in pre-K programs have room to grow their investment. Colorado's pre-K program now serves 67% of the state's low-income students. A new proposal from state Senator Michael Johnston to re-work the Colorado School Finance Act funding formula would expand the program to all of the state's low-income students.



## Conclusion

In his 2013 State of the Union address, President Obama proposed that the federal government work with states to “make high-quality preschool available to every single child in America.” This proposed federal commitment to pre-K, combined with improvement in state budgets, could result in an expansion in both the number of states that provide funding to pre-K programs, and to the total number of families that could take advantage of these programs in states where funding already exists.

### State Pre-Kindergarten Funding: By Program

	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
<b>Alabama</b>	First Class Pre-K	\$17,825,502	\$19,087,050	7.1%	Per child funding ranges from \$2,500 to \$5,150 based on school poverty density.
<b>Alaska</b>	Pre-K Pilot Program	\$2,000,000	\$2,800,000	40.0%	This is a competitive grant program.
	Head Start/Early Learning Coordination	\$7,566,300	\$9,273,400	22.6%	
<b>Arizona</b>	No Program				
<b>Arkansas</b>	Arkansas Better Chance	\$103,500,000	\$103,500,000	0.0%	
<b>California</b>	State Pre-School (Prop. 98)	\$376,613,000	\$481,003,000	27.7%	The 2013 budget instituted parent fees for certain students in the part-day preschool program. The Legislature estimated this would collect an additional \$20 million, which would go to serving children. These fees could help to pay for additional slots (some of which were lost with budget cuts). The remaining increase in funding (\$84.4 million) derived from a tax increase approved by the voters in November 2012.
<b>Colorado</b>	Colorado Prekindergarten Program	\$67,073,313	\$67,073,313	0.0%	This program is funded through the state’s primary school funding formula.
<b>Connecticut</b>	School Readiness Program – to Priority School Districts	\$69,813,190	\$69,813,190	0.0%	This program is funded through the state’s primary school funding formula.
	SDE – School Readiness Program – Competitive Grant	\$5,024,906	\$6,421,638	27.8%	
	Head Start	\$6,721,150	\$5,861,150	-12.8%	This funding number does not include a set aside in the Head Start State grant that is used for



	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
					purposes other than Head Start. Additionally, state funds are used to supplement programming received by all children enrolled in Head Start—this includes over 8,000 kids.
<b>Delaware</b>	Early Childhood Assistance Program	\$5,727,800	\$5,727,800	0.0%	
<b>Florida</b>	Universal Pre-K	\$384,606,382	\$413,100,000	7.4%	
<b>Georgia</b>	Georgia PreK	\$301,150,409	\$298,602,245	-0.8%	
<b>Hawaii</b>	No Program				
<b>Idaho</b>	No Program				
<b>Illinois</b>	Early Childhood Block Grant	\$325,123,535	\$300,192,400	-7.7%	This state program funds pre-K services for children ages 3-5, along with prevention and intervention services for at-risk infants, toddlers, and their families.
<b>Indiana</b>	No Program				
<b>Iowa</b>	Statewide Voluntary Preschool for 4-year-olds	\$52,900,000	\$60,400,000	14.2%	This program is funded through the state's primary school funding formula.
	Shared Vision At-Risk Preschool Program	\$5,428,877	\$7,236,303	33.3%	
<b>Kansas</b>	At-Risk 4-Year-Old Preschool Program	\$18,000,000	\$18,279,000	1.6%	This program is funded through the state's primary school funding formula.
	Pre-K Pilot Program	\$4,799,812	\$4,799,812	0.0%	
	Early Childhood Block Grant	\$10,567,102	\$18,179,284	72.0%	Not all of these funds go to 4-year-old pre-K. These state funds are used for grants to programs that provide research-based child development services for at-risk infants, toddlers, and their families, and pre-K for 3- and 4-year-olds.
<b>Kentucky</b>	Kentucky Preschool Program	\$71,758,800	\$71,761,200	0.0%	
<b>Louisiana</b>	LA4 (includes Starting Points)	\$75,686,339	\$75,971,497	0.4%	
	Nonpublic School Early Childhood Development program	\$7,500,000	\$7,386,932	-1.5%	



	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
	Student Enhancement Block Grant	\$8,987,900	\$10,393,132	15.6%	
Maine	Public Preschool Program	\$10,585,585	\$10,715,149	1.2%	This program is funded through the state's primary school funding formula.
	Head Start	\$3,803,455	\$3,803,455	0.0%	
Maryland	Maryland Prekindergarten Program	\$112,147,503	\$117,194,141	4.5%	This program is funded through the state's school funding.
	Head Start	\$1,800,000	\$1,800,000	0.0%	In general, these funds are considered "supplemental" funding for programs that currently enroll Head Start students. These funds could be used to extend programs from part-year to full-year; however, they are not associated with an increase in the number of students served.
Massachusetts	State Scholarship Program	\$17,211,633	\$17,211,633	0.0%	Total funding for the state scholarship program for FY 2012-13 is \$87 million. It is used to provide professional development for teachers in grades P-12. A provision was placed in the state budget to ensure that funding for pre-K professional development programs remain at least flat between 2012 and 2013.
	Universal Pre-Kindergarten Program	\$7,500,000	\$7,500,000	0.0%	
	Head Start Supplemental	\$7,500,000	\$8,000,000	6.7%	
	Early Childhood Mental Health	\$750,000	\$750,000	0.0%	
Michigan	Great Start Readiness Program	\$104,275,000	\$109,272,600	4.8%	For FY 2013: Formula grants for \$100,398,600 and competitive grants of \$8,874,000.
Minnesota	School Readiness Program	\$10,095,000	\$10,095,000	0.0%	
	Head Start	\$20,100,000	\$20,100,000	0.0%	
Mississippi	No Program				
Missouri	MO Preschool Project	\$11,757,600	\$8,321,848	-29.2%	
Montana	No Program				



	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
<b>Nebraska</b>	School Funding Formula	\$12,066,463	\$12,814,584	6.2%	This program is funded through the state's primary school funding formula.
	NE Early Childhood Education Grant Program	\$3,365,962	\$3,365,962	0.0%	The state legislature moved the Grant funds from general dollars to lottery funds for the next two years to relieve some pressure on the state general fund. After the two years, the funding will return to general funds. This was done to avoid any cuts to services for children.
<b>Nevada</b>	Early Childhood Education	\$3,338,875	\$3,338,875	0.0%	Until FY 2010-11 the ECE program was funded within its own line item. Starting in FY 2011-12, ECE funds were transferred to the Student Achievement Block Grant program. Fifteen other programs moved to the block grant include: smaller class size, full-day kindergarten, and education technology. The \$167.2 million for FY 2012-13 can be used toward funding any of these programs.
<b>New Hampshire</b>	No Program				
<b>New Jersey</b>	Preschool Education Aid	\$613,330,000	\$632,772,823	3.2%	
<b>New Mexico</b>	New Mexico Pre-K Program	\$14,514,300	\$19,235,900	32.5%	This includes \$10 million from general fund to Public Ed. Department and \$9,235,900 to Youth & Families Department.
<b>New York</b>	Universal Pre-Kindergarten	\$384,290,826	\$385,000,000	0.2%	This program is funded through the state's primary school funding formula.
<b>North Carolina</b>	North Carolina Pre-K Program	\$130,291,706	\$128,147,360	-1.6%	In 2011 the General Assembly transferred the More at Four Pre-Kindergarten Program to the Division of Child Development and Early Education in the Department of Health and Human Services and renamed it the NC Pre-Kindergarten Program (NC Pre-K).
	Additional Pre-K Funding	\$0	\$20,000,000	100.0%	On October 18, 2012, the Governor issued Executive Order 128, which allowed for \$20 million in unspent state funding to be used to create an additional 4,965 slots in the pre-K program for the remainder of the 2012-13 school year.
<b>North Dakota</b>	No Program				
<b>Ohio</b>	Early Childhood Education	\$23,185,585	\$23,268,341	0.4%	



	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
<b>Oklahoma</b>	Early Childhood 4-Year-Old Program	\$167,245,396	\$166,241,924	-0.6%	This program is funded through the state's primary school funding formula.
<b>Oregon</b>	OR Head Start Pre-Kindergarten	\$56,360,000	\$52,525,400	-6.8%	
<b>Pennsylvania</b>	Pre-K Counts	\$82,784,000	\$82,784,000	0.0%	
	Head Start Supplemental Assistance	\$37,278,000	\$37,278,000	0.0%	
<b>Rhode Island</b>	Pre-K	\$0	\$1,450,000	100.0%	This program is funded through the state's primary K-12 funding formula.
	Head Start	\$800,000	\$1,000,000	0.0%	
<b>South Carolina</b>	EIA Half Day Child Development Program	\$15,814,671	\$15,813,846	0.0%	
	Child Development Education Pilot Program (CDEPP) – Full Day 4K	\$17,300,000	\$17,300,000	0.0%	
	CDEPP – First Steps Expansion	\$2,484,628	\$1,490,847	-40.0%	
<b>South Dakota</b>	No Program				
<b>Tennessee</b>	Voluntary PreK Program	\$86,454,000	\$87,687,500	1.4%	Total state allocation for early learning is \$91,806,300, of which \$87,687,500 is allocated for the state Voluntary Pre-K program.
<b>Texas</b>	Texas Pre-Kindergarten Program	\$721,000,000	\$698,782,000	-3.1%	This program is funded through the state's primary school funding formula. The original biannual education budget would have increased pre-K spending to \$740 million in FY 2013. However, the budget revised in 2012, resulted in reduced spending of \$41.3 million (5.57%).
	Pre-Kindergarten Early Start Grants	\$0	\$0	0%	In the fiscal years 2009-10 and 2010-11, this program received \$104.2 million per year in funding. However, funding for this program was discontinued for the 2011-13 biennium.
	Texas School Ready! (Formerly Texas Early Education Model)	\$3,500,000	\$3,500,000	0%	This is a competitive grant program.



	Program Name	FY 2011-12 Funding	FY 2012-13 Funding	Percentage Change	Notes on Funding and Policy Changes
<b>Utah</b>	No Program				
<b>Vermont</b>	Act 62 Funding	\$17,204,000	\$17,450,017	1.4%	This program is funded through the state's primary school funding formula.
	Early Education Initiative	\$5,782,900	\$5,966,869	3.2%	
<b>Virginia</b>	Virginia Preschool Initiative	\$65,104,439	\$68,169,246	4.7%	
<b>Washington</b>	Early Childhood Education and Assistance Program	\$57,156,000	\$57,156,000	0.0%	
<b>West Virginia</b>	West Virginia Early Childhood Education Program	\$82,000,000	\$81,795,000	-0.3%	This program is funded through the state's primary school funding formula.
<b>Wisconsin</b>	4-Year-Old Kindergarten	\$140,000,000	\$161,000,000	15%	This program is funded through the state's primary school funding formula. Total funding for this program is \$260 million with the state supporting 61.9% (\$161 million) and local property taxes supporting the other 38.1% (\$99 million).
	4-Year-Old Kindergarten - Start up grants	\$1,350,000	\$1,350,000	0.0%	
	Head Start Supplement	\$6,264,100	\$6,264,100	0.0%	
<b>Wyoming</b>	No Program				
<b>Washington, D.C.</b>	DCPS	\$61,835,310	\$63,072,016	2.0%	Four-year-old early learning programs in D.C. are funded through the Uniform Per Student Funding Formula (the district's primary education funding formula). The UPSFF increased by 2% in FY 2012-13. It is estimated that early learning funding will increase by 2%.
	DC Charter	\$57,932,123	\$59,090,765	2.0%	
	Pre-K Expansion and Enhancement Program	\$8,952,000	\$9,789,000	9.3%	



## State Pre-Kindergarten Funding

	Total FY 2012	Total FY 2013	Funding Change	Percentage Change
Alabama	\$17,825,502	\$19,087,050	\$1,261,548	7.1%
Alaska	\$9,566,300	\$12,073,400	\$2,507,100	26.2%
Arizona				
Arkansas	\$103,500,000	\$103,500,000	\$0	0.0%
California	\$376,613,000	\$481,003,000	\$104,390,000	27.7%
Colorado	\$67,073,313	\$67,073,313	\$0	0.0%
Connecticut	\$81,559,246	\$82,095,978	\$536,732	0.7%
Delaware	\$5,727,800	\$5,727,800	\$0	0.0%
Florida	\$384,606,382	\$413,100,000	\$28,493,618	7.4%
Georgia	\$301,150,409	\$298,602,245	-\$2,548,164	-0.8%
Hawaii				
Idaho				
Illinois	\$325,123,535	\$300,192,400	-\$24,931,135	-7.7%
Indiana				
Iowa	\$58,328,877	\$67,636,303	\$9,307,426	16.0%
Kansas	\$33,366,914	\$41,258,096	\$7,891,182	23.6%
Kentucky	\$71,758,800	\$71,761,200	\$2,400	0.0%
Louisiana	\$92,174,239	\$93,751,561	\$1,577,322	1.7%
Maine	\$14,389,040	\$14,518,604	\$129,564	0.9%
Maryland	\$113,947,503	\$118,994,141	\$5,046,638	4.4%
Massachusetts	\$32,961,633	\$33,461,633	\$500,000	1.5%
Michigan	\$104,275,000	\$109,272,600	\$4,997,600	4.8%
Minnesota	\$30,195,000	\$30,195,000	\$0	0.0%
Mississippi				
Missouri	\$11,757,600	\$8,321,848	-\$3,435,752	-29.2%
Montana				
Nebraska	\$15,432,425	\$16,180,546	\$748,121	4.8%
Nevada	\$3,338,875	\$3,338,875	\$0	0.0%
New Hampshire				
New Jersey	\$613,330,000	\$632,772,823	\$19,442,823	3.2%
New Mexico	\$14,514,300	\$19,235,900	\$4,721,600	32.5%
New York	\$384,290,826	\$385,000,000	\$709,174	0.2%
North Carolina	\$130,291,706	\$148,147,360	\$17,855,654	13.7%
North Dakota				
Ohio	\$23,185,585	\$23,268,341	\$82,756	0.4%
Oklahoma	\$167,245,396	\$166,241,924	-\$1,003,472	-0.6%
Oregon	\$56,360,000	\$52,525,400	-\$3,834,600	-6.8%
Pennsylvania	\$120,062,000	\$120,062,000	\$0	0.0%
Rhode Island	\$800,000	\$2,450,000	\$1,650,000	206.3%
South Carolina	\$35,599,299	\$34,604,693	-\$994,606	-2.8%
South Dakota				



	Total FY 2012	Total FY 2013	Funding Change	Percentage Change
Tennessee	\$86,454,000	\$87,687,500	\$1,233,500	1.4%
Texas	\$724,500,000	\$702,282,000	-\$22,218,000	-3.1%
Utah				
Vermont	\$22,986,900	\$23,416,886	\$429,986	1.9%
Virginia	\$65,104,439	\$68,169,246	\$3,064,807	4.7%
Washington	\$57,156,000	\$57,156,000	\$0	0.0%
West Virginia	\$82,000,000	\$81,795,000	-\$205,000	-0.3%
Wisconsin	\$147,614,100	\$168,614,100	\$21,000,000	14.2%
Wyoming				
Washington, D.C.	\$128,719,433	\$131,951,782	\$3,232,349	2.5%
<b>Total</b>	<b>\$5,114,885,377</b>	<b>\$5,296,526,548</b>	<b>\$181,641,171</b>	<b>3.6%</b>

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Contact members of the ECS Early Learning team for questions related to this report: Bruce Atchison [batchison@ecs.org](mailto:batchison@ecs.org) or Emily Workman [eworkman@ecs.org](mailto:eworkman@ecs.org).

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## ***Equipping Education Leaders, Advancing Ideas***

<sup>1</sup> Phil Oliff, Chris Mai, and Michael Leachman, *New School Year Brings More Cuts in State Funding for Schools* (Washington D.C.: Center on Budget and Policy Priorities, September 4, 2012).

<sup>2</sup> Ellen Boylan and Shad White, *Formula for Success: Adding High-Quality Pre-K to State School Funding Formula* (Washington D.C.: Pre-K Now, May, 2010).



Testimony of Andy Peterson  
Greater North Dakota Chamber of Commerce  
SB 2151  
March 17th, 2015

Mr. Chairman and members of the committee, my name is Andy Peterson, I am the President and CEO of the Greater North Dakota Chamber, the champions for business in North Dakota. GNDC is working on behalf of our more than 1,100 members, to build the strongest business environment in North Dakota. GNDC also represents the National Association of Manufacturers and works closely with the U.S. Chamber of Commerce. As a group we stand in Support of SB 2151.

By investing in Early Childhood Education today, we prepare our workforce of the future, creating a strong foundation for innovation and prosperity in North Dakota. Children who received a quality early childhood education has shown:

- Higher high school graduation rates
- Higher median incomes as working adults
- More home ownership
- And fewer arrests and incarcerations

There are many educational experts who can better speak to the studies and how Early Childhood Education prepares students, we agree with their findings but I wanted to share some of what we would consider the direct/immediate impacts this investment could make. As we are faced with a workforce shortage in North Dakota, investment in Early Childhood Education can help ease that pressure on many fronts.

- **Allows an alternative to Daycare** – By helping ease some of the pressure on our exceedingly over taxed daycare system, Early Childhood Education opportunities could help open some additional spots for other families.
- **Allows full participation of the workforce** – Not only does Early Childhood Education prepare our future workforce, but it allows current families to have both spouses working should they choose to do so by, again, easing the pressure on our daycare system
- **Fully prepared workforce** – The goal of every parent is a child who is successful and able to take care of their obligations, in order to do that the child must be prepared for college or their career, investment in Early Childhood Education has been shown to better prepare students for both college and career.
- **Return on investment** – Early Childhood Education leads to a more educated workforce which in turn drives our economy forward. Investments at this stage of life have been shown to pay dividends in the future through higher earnings, less dependency on government programs.
- **Quality of life** - Today's young professionals are seeking communities where they can enjoy their work and nurture their young families.

Because of those reasons we would urge a DO PASS recommendation on SB 2151. I would be happy to answer any questions you might have.

Champions  Business

PO Box 2639 P: 701-222-0929  
Bismarck, ND 58502 F: 701-222-1611

#7  
SB 2151  
3/17/15

Testimony for 2151

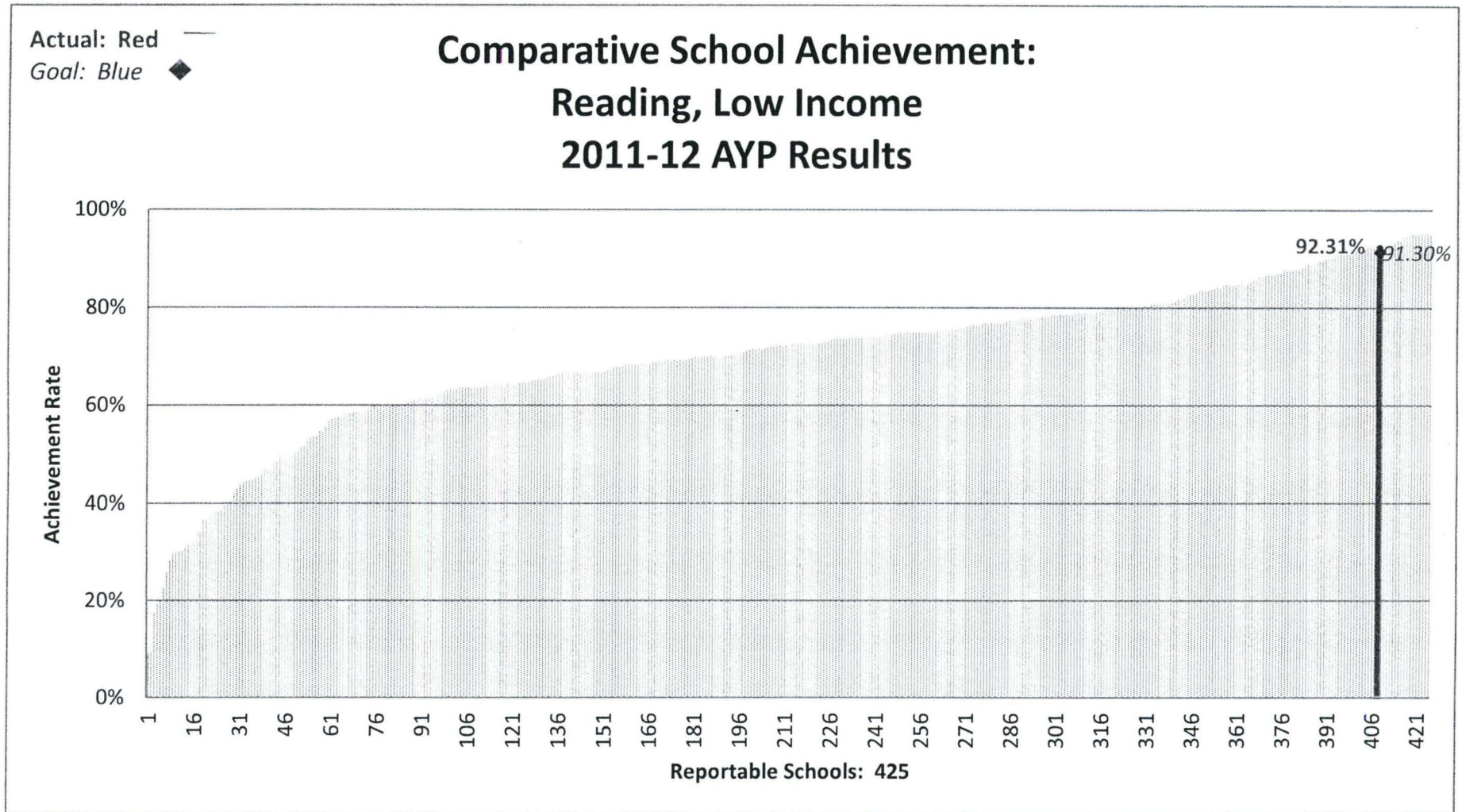
Chairman Nathe and members of the House Education Committee, for the record my name is Brandt Dick and I am the Superintendent of Underwood School District. I am here to speak in favor of 2151.

At Underwood School District we have had a public preschool program for over 20 years, right in our school building. As you can see by the handouts I have provided, our school has tested very well. The handouts show the last three years of our elementary low income reading scores in comparison to all the elementary schools in the state. As you can see the last two years we have been the top scoring school in the state for reading for low income students. I feel that our preschool program is a major factor in why our students test so well. As the state is faced with prioritizing spending this session, I feel we have a unique story to show that money invested in our preschool have really set up our students for success.

We have close to 100% participation in our preschool program from our community, as well as students from neighboring communities. We have found that having a public preschool has benefited both special need students as well as regular education students. Right now we charge tuition, and utilize funding from the state for those students that are identified as special educational students. I feel the grants that are in this bill would benefit many young children in the state of North Dakota, especially in those areas where there are no other preschool options. With me to speak this morning is our Preschool teacher who began the program in Underwood, Dawnae Lee. She will provide you with much more information, and we will stand for questions at the completion of her testimony.



Comparative School Report for School 28-008-8806: Underwood Public School (PK06)



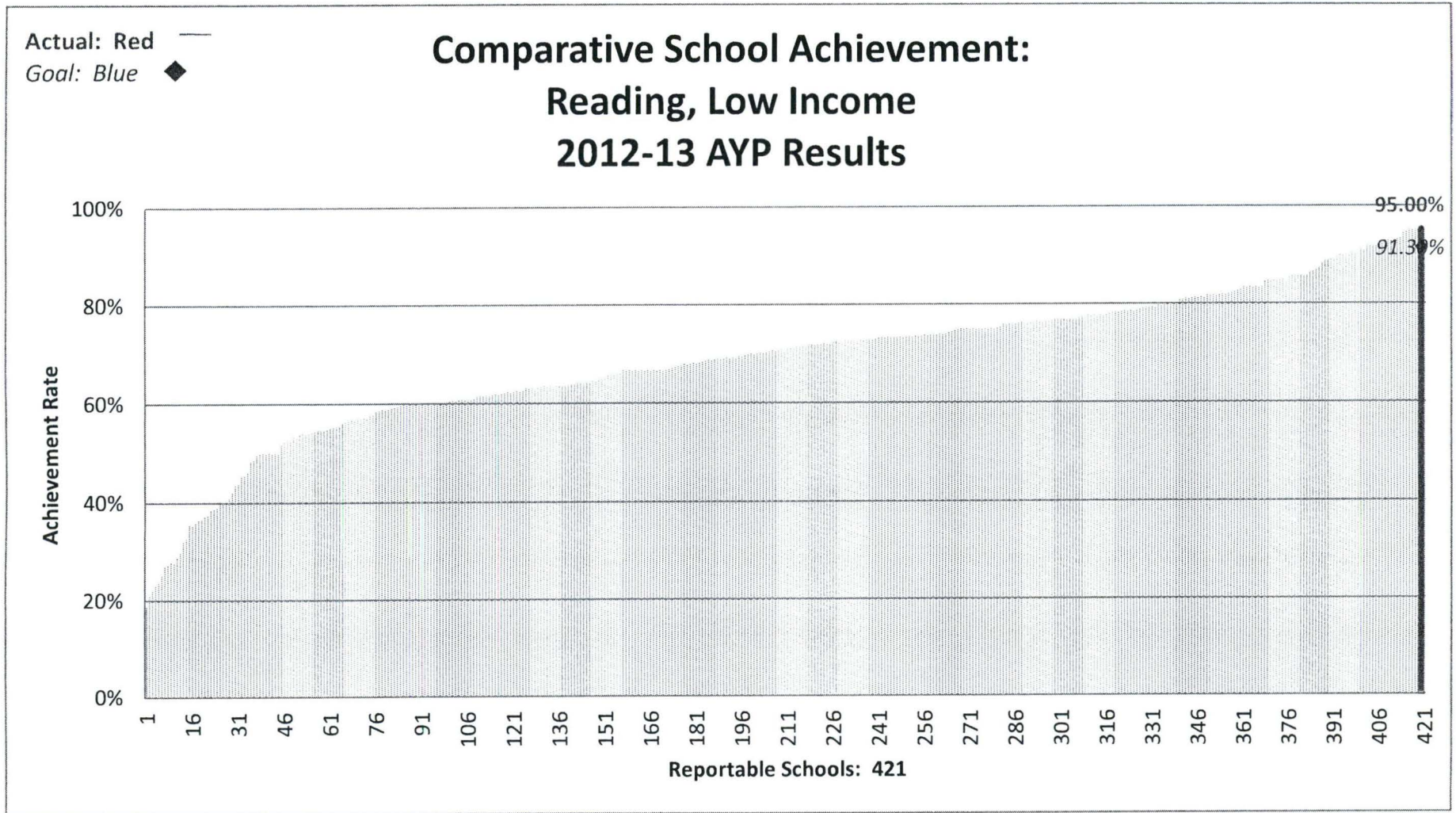
List of reportable schools. [http://www.dpi.state.nd.us/dpi/reports/Profile/1112/compare/school/read\\_li.pdf](http://www.dpi.state.nd.us/dpi/reports/Profile/1112/compare/school/read_li.pdf)

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

2



Comparative School Report for School 28-008-8806: Underwood Public School (PK06)



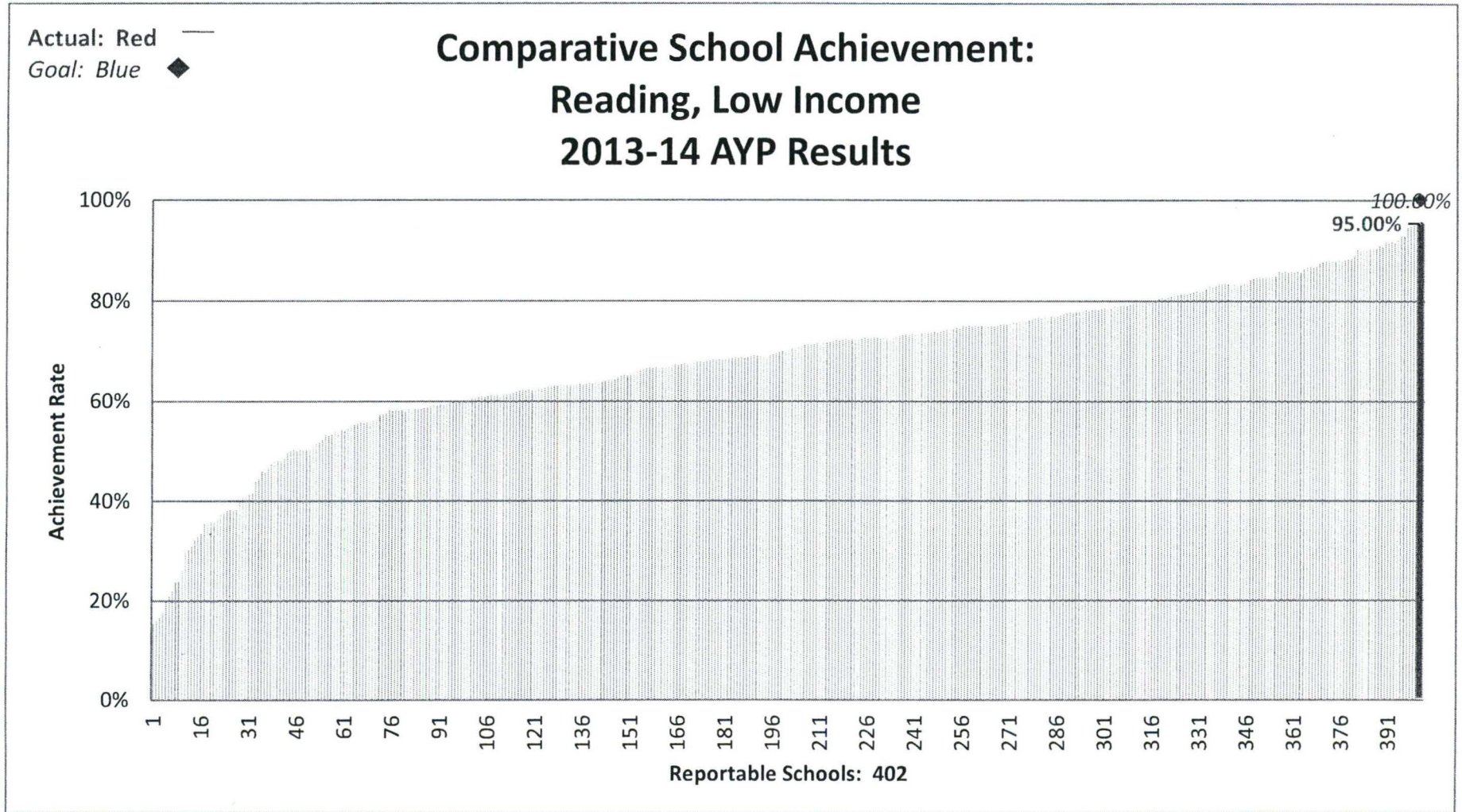
List of reportable schools. [http://www.dpi.state.nd.us/dpi/reports/Profile/1213/compare/school/read\\_li.pdf](http://www.dpi.state.nd.us/dpi/reports/Profile/1213/compare/school/read_li.pdf)

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

3



Comparative School Report for School 28-008-8806: Underwood Public School (PK06)



4

List of reportable schools. [http://www.dpi.state.nd.us/dpi/reports/Profile/1314/compare/school/read\\_li.pdf](http://www.dpi.state.nd.us/dpi/reports/Profile/1314/compare/school/read_li.pdf)

Note: Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.



Chairman Nathe and members of the House Education Committee, my name is Dawnae Lee and I am the Preschool Teacher of Underwood School District. I have been teaching in the Underwood school for 20 years. 4 of the years my preschool classroom was an Early Childhood Special Education classroom where only children on an IEP could attend. 16 of those years, my preschool has been open to the public where we have integrated children with special needs with children in our community. I am here today to speak in favor of 2151.

The question that comes to mind is, why Preschool? In my experience, I can tell you that preschool has a great impact on the children in the Underwood area.

\*First of all, preschool is NOT daycare. The preschool day at this time consists of 3 hours (am/pm). The children's day is very structured to address play skills, large motor skills, fine motor skills, calendar time, center time, recess, a reading block, a math block and also a great focus on language.

\*Children attending preschool are being screened for possible concerns in learning, development and language. If concerns are noted by the preschool staff, meetings are scheduled with parents and the children are then formally assessed. Depending on the outcome of the testing, children may be placed on an IEP to address their individual weaknesses. The children are then given 1-1 instruction by a speech therapist, preschool teacher and/or aide, as well as occupational and physical therapy if needed. By catching these children at an early age, we have been able to see great progress not only while they are in the preschool classroom, but as they continue on with their education.

\*Preschoolers are little sponges and so very excited about learning. Learning not only occurs in our classroom environment, but from their peers as well. It never made sense to me to have a classroom of 5-6 children with special needs, many of them speech concerns, learning speech from listening to peers with the same or different speech impairment. Therefor integrating the classroom was pretty much a 'no brainer' decision for me as an educator. Children learn so very much from observing and modeling what is happening in their environment. To be able to structure that environment to get the optimum learning is one of my greatest challenges and also one of my greatest accomplishments.

\* In our technological world, small children are spending way too much time on ipads, iphones, leapfrogs and the list goes on and on. Over the past few years in my preschool room, I have also noticed that the children's fine motor skills are not developing as they had in the past. Personally, I blame technology. Kids are not playing with play-doh, coloring or playing with smaller toys that encourage fine motor development. In our classroom, technology is very limited. It is focused on the skills that promote strong motor skills. Question: Is it our fault that kids are being babysat by technology? It is not, but I feel that it is our job to correct as much as we can before entering the very academic world of Kindergarten.

\*One of my strongest arguments for supporting preschool funding is that many parents are now working full time and don't have the time to work with their children at home. Again, is that our fault? No it is not, yet its not the children's fault either, although they are the ones to suffer. It is the world that we live in. Our education system is getting more demanding year by year and if the children are not receiving some early core interventions, school may be quite difficult.

I also have children where parents cannot pay the required preschool fees as they live in a low income environment. These children are many times the 'at risk' children in our society that need to be in the educational environment. They live with parents who are consumed with paying the electric bills or rent or the many bills needed to survive. Some of these parents may not have the skills to know what to teach their children before they enter kindergarten. Again, it is not anyones fault, yet the children who are suffering.

I encourage you to fund 2151. This bill is about the children and our future! Thank you for your time.



# 9 SB 2151  
3/17/15



Great Public Schools

Great Public Service

Testimony of Fern Pokorny  
Support for 2151  
March 16, 2015

Good morning Mr. Chairman Nathe and Members of the House Education Committee. For the record, my name is Fern Pokorny with North Dakota United and I am here to support SB 2151.

Early Childhood Education is one of the best investments our state can make. Research shows that providing a high quality education for children before they turn five yields significant long-term benefits.

One well-known study, the High/Scope Perry Preschool Study found that individuals who enrolled in a quality preschool program ultimately earned up to \$2,000 more per month than those who were not. Young people who were in preschool programs are more likely to graduate from high school, to own homes, and have longer marriages. Cost-benefit analysis revealed that, over the lifetimes of the participants, the preschool program returned to the public an estimated \$7.16 for every dollar spent.

Other studies, like the Abecedarian Project, show similar results. Children in quality preschool programs are less likely to repeat grades, need special education, or get into future trouble with the law.

Early childhood education makes good economic sense, as well. In Early Childhood Development: Economic Development with a High Public Return, a high-ranking Federal Reserve Bank official pegs its return on investment at 12 percent, after inflation.

NDU believes there should be dedicated funding for early childhood education and applauds the Governor for including \$6 million in his budget. We also appreciate all the Legislators who sponsored this bill particularly Chairman Nathe for recognizing the benefits of early childhood education. Public Schools should be the primary provider of pre-kindergarten programs, and we hope in the future they will be financed in the same manner as K-12.

# North Dakota Family Alliance Action

*A Trusted Voice Impacting Our Legacy.*

Tom D. Freier, EXECUTIVE DIRECTOR

House Education Committee  
March 17, 2015  
SB 2151

#10  
SB 2151  
3/17/15

Mr. Chairman and members of the House Education Committee, the North Dakota Family Alliance wishes to go on record in opposition to SB 2151 as introduced.

NDFFA supports the ability of parents to have the greatest influence on their children. Our involvement reflects a commitment to standing with families as parents continue to exercise the primary responsibility in the education of their children. We believe passage of SB 2151 will move us toward mandating enrollment of 3 and 4 year old children in a Pre-Kindergarten or Early Childhood Education program, and as such does not reflect a commitment to honor the prominence of the role of parents.

While the current bill draft may not mandate or fully fund early childhood education for all children eligible, past history tells us that very few if any voluntary programs remain voluntary. And once state funding is included, it would seem highly unlikely the program will not expand to be not only fully state funded but mandatory.

So the real question before the legislature is does this state want state funded, mandatory Pre-Kindergarten Education?

As NDFFA views all legislative bills dealing with education, we ask a number of questions:

- Does Senate Bill 2151 weaken the right of parents to make decisions regarding what is best for their children and their education?
- Does Senate Bill 2151 weaken parental control of our children's education?
- Does Senate Bill 2151 weaken or diminish a parent's involvement in their child's education?
- Does Senate Bill 2151 impose standards on the education process that are age or demographically inappropriate?

As we look at SB 2151 we have a number of concerns.

First, should the government take on the responsibility of teaching social skills to 3 and 4 year old children? NDFFA believes this is parental responsibility. Should the government take on the responsibility of shaping and forming the emotional makeup of the 3 and 4 year old children? All agree that these early years are truly the most formative in a person's life. NDFFA believes these years are best spent with parents.

*Dedicated To Strengthening Families*

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Parents are a child's first educators. A stable family provides the best foundation for a child's academic success. Children raised in intact families are more likely to graduate from high school and more likely to attend and complete college. They also score higher on reading and math, and exhibit fewer behavioral problems in school.

Should the government attempt to provide workers for the workforce by providing childcare under the name of early childhood education or pre-kindergarten education?

NDFA believes North Dakota is blessed to have a robust economy, low unemployment rate, all which has resulted in workforce challenges. The government may feel compelled to assist in the workforce shortages, but to use an early childhood educational program to free up workers does not display a commitment to families and especially children.

Should voucher incentives overshadow clear thinking on what is right for 3 and 4 year old children? NDFA agrees with a voucher system or some sort of tuition incentives for students attending private or parochial schools. We do not agree with using a good strategy (vouchers) on a program that is not in the best interests of parents, children, and the family.

NDFA understands in the current culture with the breakdown of the family, with many broken homes, it might seem appealing for the government to be tempted to step in to assume these parental responsibilities—but this does not deal with the real issue. The issue is that we need a deeper discussion surrounding the need to strengthen marriages and families.

In order to achieve excellence in early education, society should abandon the presumption that preschool for all is preferable to family care. Government funded preschool programs cannot replace the benefits of a strong family. As imperfect as the family is, it is irreplaceable, it provides structure and stability, and is the place for 3 and 4 year olds to prepare for a time of formal education.

As introduced, NDFA opposes SB 2151, reserving the ability of parents to make decisions regarding the early childhood education of their children.

The North Dakota Family Alliance respectfully requests a Do Not Pass on SB 2151.

*This testimony provided by Tom Freier, North Dakota Family Alliance*

# 11  
SB 2151  
3/17/15

Good morning members of the House Standing Committee on Education,  
Thank you for your service to the great state of North Dakota!

As I looked over the list of your committee members and read brief bios on each I was encouraged by the variety of professions and life experiences represented, and very proud of our system of government "by the people, for the people". Surely each of you desires, as I do, to make North Dakota the best home possible for each of its citizen's. It is an honor to stand before you today and I do not take lightly the opportunity to speak to SB2151.

I have followed and researched the issue of voluntary preschool education for many years, first as the mother of preschoolers myself and now as a concerned member of the community. Of particular concern to me at this time is the plan to provide state funding for preschool in North Dakota. I have serious reservations about this plan because the facts regarding the educational benefit to the children do not justify the cost.

Numerous current independent studies on state funded voluntary preschool have come to similar conclusions--despite some immediate educational advantages, long term gains of state funded preschool are undetectable in students after the first couple years of elementary school. Following are three such examples:

#### 1. SRG Pre-K Presentation to Education Committees

Assessing the Effectiveness of Tennessee's Pre-Kindergarten Program: Final Report, 2011

<http://www.comptroller.tn.gov/OREA/PublicationDetails.aspx?ReportKey=44af2ea8-430e-422e-bd2e-c9b83179af2>

"Grades 3-5: no instances where Pre-K students scored higher than non-Pre-K students. Instead, a number of instances where Pre-K students scored lower." (page 13 of presentation)

"The lack of long term advantage is generally consistent with findings of other studies of this type". (page 15 of presentation)

#### 2. Accountability Review Council (ARC) Report to the School Reform Commission

Academic Accountability and Early Literacy in Challenging Fiscal Times in the School District of Philadelphia, Nov.21, 2013

<http://thenotebook.org/blog/136743/arc-report-preschool-literacy-gains-fade-third-grade>

"Children who enter a District school after having a District-Affiliated preschool experience have better literacy skills when they enter school and through the second grade, but much of the advantage "fades" by third grade, according to the latest report from the Accountability Review Council (ARC)", from "the notebook", Philadelphia Public School

#### 3. Third Grade Follow-Up to the Head Start Impact Study: Final Report, December 21, 2012

[http://blogs.edweek.org/edweek/early\\_years/2012/12/head\\_start\\_advantages\\_mostly\\_gone\\_by\\_third\\_grade\\_study\\_finds.html](http://blogs.edweek.org/edweek/early_years/2012/12/head_start_advantages_mostly_gone_by_third_grade_study_finds.html)

"Head Start Advantages Mostly Gone by Third Grade, Study Finds" headline from Education Week, Early Years

Simply put, those enrolled in preschool learn "it" sooner but not better than their peers who enter the school system later. Why would North Dakota create a huge bureaucracy and spend taxpayer's money on state funded preschool in light of these facts? We can leave things as they are and families will continue to do what they have done for generations-take responsibility for preparing their children for school.

I was very disappointed to read the Forum headline "GOP gets behind state funding for preschool" (Dec. 3, 2014).

Just two years ago the House Education Committee stripped the funding from the 2013 bill that would have provided \$5 million annually for early childhood grants to school districts. The legislature then ordered a study of early childhood education in the state. In an effort to understand where the GOP was coming from in their support of this current legislation, I looked up the study to which the newspaper article referred. North Dakota Early Care and Early Education Study 2014

Frankly I was shocked! I expected a study on why our children need state funded preschool and instead found myself reading an agenda to promote and provide state funded "early care" (isn't daycare what we currently call it) "and early education", available to all North Dakota children ages 0-5! Yes, ages 0-5.

Quoting from page 50 of the study, "Parents are looking for care and education options for a full work week (40 hours); however, most North Dakota DHS Head Start and ND DPI Pre-K classrooms only offer part-day and/or part-week care. This impacts families' economic stability, as it is difficult for parents to find wrap-around care, alternative education options, and transportation for children to these locations"

Of course our choices in life impact our economic stability! That's not a bad thing, Rather, it motivates us to make wise decisions. Responsible parenting requires a great deal of both time and money.



I believe this push for state funded 4 year old preschool before the legislature again this session is another step (the first was all day kindergarten) toward this goal of state funded care and education.

If this legislature breaks from our traditional K-12 system and takes the pivotal step of funding 4 year old preschool, the framework will be in place to (in time) add all ages into the system, and very soon state funded "early care and early education" for North Dakota children ages 0-5 would be a sad reality. Sad because this would essentially shift the responsibility of a child's foundational early years from the family to the state. We weaken our state when we weaken our families.

I cannot accept the premise that North Dakota is somehow negligent for not providing state funded "early care and early education". Rather, I submit that all across our great state families(at all economic levels) accept and even embrace their right and responsibility to rear their children for lifelong learning, at No Cost to the state.

In the event a family truly needs assistance caring for an infant or toddler isn't that need best met by social services and not our education system?

Considering that state funded preschool has not been shown in current independent studies to have educational impact past the first couple of elementary school years and considering the long held belief that families, not the state, are in the position to best make educational decisions for their children please give SB2151 a "Do Not Pass" recommendation. State funded voluntary preschool is not good for North Dakota families and we will never go back once any funding of this type is approved.

Again, thank you for your service and may God bless the great state of North Dakota!

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**SB 2151**

**SENATOR TIM FLAKOLL**

SB 2151  
4/2/2015  
#1

Mr. Chairman,

After exhaustive efforts by education leaders and stakeholders across the state I am pleased to bring to the floor SB 2151.

If you remember last session we mandated that the Superintendent of Public Instruction convene meetings with early childhood education leaders from across the state representing all sizes of communities. Those approximately 60 individuals participated formally and numerous others added their perspectives. It was a great process and their work product is before you with SB 2151.

The bill will focus on 4 year old children and will allow a smooth transition into kindergarten without any gaps. The proposed legislation will appropriate \$6 million in state funds. The funding will begin in 2016-2017, the second year of the biennium which will allow districts and providers adequate time to develop quality programs that will both teach children as well as prepare them developmentally. This will allow a seamless transition from this program into our all-day kindergarten program.

This program will provide scholarship grants of \$1,000 per eligible child which will cover about half the cost of a program. The proposal will also provide \$1,500 for eligible children from lower income families (Richard B. Russell free and reduced designation) to ensure that this program is available to as wide an audience as possible.

So to be clear, the funds follow the child to the provider much like with our merit scholarship program where the dollars follow the student to the North Dakota college of their choice. It is important to note that this program is available to both public and private providers in the state.

To help ensure quality programs the proposal requires a least 400 hours of contact time spread out over 32 weeks (about 7 months). This translates to floor of at least 12 hours per week. It also requires within its curriculum, at least 10 hours of research based parental involvement.

It is important to also note that attendance by children is not mandatory/required.

While this will have a strong education focus, I would be remiss I did not mention that it will provide a great financial support for working families in the state. I am hearing from parents across the state that the bill will allow more individuals to either enter the



workforce or increase their hours from part-time to full time. This is a vital consideration as we look to fill the more than 20,000 plus job openings in the state.

We also know that nearly 80% of 4 year olds have both parents working outside the home. SB 2151 will be a great asset to those tax paying working parents whose work is vital to our economy.

**Now into the bill.**

Page 1, Section 1 requires that the providers provide a teacher who is licensed in early childhood in North Dakota.

If you turn to page 2 of the bill you will see one of the **great ideas** that came out of the interim work. It is the concept of the use of community coalitions. These community coalitions will develop one .....or more plans and applications which must be submitted and approved by the state before the provider is eligible to receive money on behalf of the child and their family. So as example in Bismarck is could have one program provided by the local school district, one from a private school and one from a private community organization. This will help greatly with school districts that have limited physical capacity.

Now if you flip over to page 3 you will see that payments will be made to providers once per quarter and those providers must provide documentation to the child's family that state payments have been received.

If the provider fails to meet the reporting requirements then they are subject to sanctions as you will see in 2.b (page 3).

Section 6 near the bottom of page 4 carries the language for the \$6 million appropriation.

Finally at the bottom of page 4 you will see that the payments begin in the second year of the biennium. But please note, that the work of the community coalitions will begin in year one in order to ensure they have plans in place at the start of the second year of the biennium.

Mr. Chairman, this bill is about kids and their families and we ask for your support.

### End ###