

2021 SENATE EDUCATION

SB 2269

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2269
1/26/2021

A BILL relating to school district payments to postsecondary transitional programs for students on individualized education programs; relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chair Schaible opened the hearing at 9:00 a.m.

Discussion Topics:

- ASTEP program at Minot State University
- Better opportunities to meet student needs
- Funds follow student

Sen Poolman, Dist 8 introduced the bill. #3122, #3123, #3124.

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	p

Amy Armstrong, Minot State: testified via Zoom in support. #3117.

Kirsten Dvorak, Ex. Director – The Arc of North Dakota ##3266

Dominic and Mitchel Schaff; testified in support. #3299

Elizabeth Romanick, Minot State student, - testified via zoom in support. #3291.

Roxane Romanick –testified in support. #3280,

Additional written testimony:

Carol Standing Crow – support #3300

Sydney & Marnie Lahtinen - support #3282

Pamela Mack – support #3128

Peter Donald Gravidahl – support #3264

Radek Dvorak – support #3265

Adjourned at 9:35 a.m.

Lynn Wolf, Committee Clerk

21.0923.01001
Title.

Prepared by the Legislative Council staff for
Senator Poolman

January 22, 2021

PROPOSED AMENDMENTS TO SENATE BILL NO. 2269

Page 1, line 3, remove "; and to amend and reenact section 15.1-27-03.1"

Page 1, remove lines 4 and 5

Page 1, line 6, remove "daily membership calculation"

Page 1, remove lines 8 through 24

Page 2, remove lines 1 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 29

Page 5, remove lines 1 through 20

Renumber accordingly

Testimony for Senate Education

Tuesday, January 26, 2021

Nicole Poolman

Good morning, Chairman Schaible and members of the Education Committee, my name is Nicole Poolman, state senator from District 7 here in Bismarck and Lincoln. I am here to introduce and offer an amendment to SB 2269.

SB 2269 applies to students between the ages of 18-21 with intellectual or developmental disabilities who are on an IEP (Individualized Education Plan). These students are educated in our districts until the age of 21 in accordance with federal law and are included in district ADM (Average Daily Membership) numbers. The programming from the ages of 18-21 focuses on transitioning students to adulthood by teaching them independent living and job skills.

This bill creates open enrollment opportunities for students in this age group to include not only transitional programming in another district, but also transitional programming associated with a postsecondary program. There is currently only one of these programs in North Dakota: ASTEP on the campus of Minot State University.

Students enrolled in ASTEP pay full tuition and room and board to Minot State, and families pay an additional \$4,000 fee to support the ASTEP programming and resources. In the past, the rest of ASTEP's transitional and life skills programming was paid for with federal grant dollars. Recently, the federal grant requirements changed, and now those dollars can only be used to create new programs at other postsecondary schools. This bill is an attempt to create a reliable funding stream going forward, but more importantly, it is an attempt to ensure students have access to the transitional programming that best suits their needs and goals.

You will hear from students and parents who have been part of the ASTEP program today, and they will fill you in on the many benefits of the program, so I will stick to the content of the bill and why it needs to be amended.

When drafting the bill, I believe I did not make it clear that these would not be new students, so you will notice that a weighting factor was added to the funding formula. My amendment removes that because these students are already counted in their home districts. Once amended, the bill will only contain the language you see in Section 2, which clarifies that a student enrolled in their home district can choose a program like ASTEP and have their per-pupil payment follow them to this program. These dollars will not be paying for college credits, they will be paying for the life skills programming specific to ASTEP. It is important to clarify that these are not new dollars. The bill just shifts the funds from a student's home district to ASTEP, so the fiscal note should also disappear when the bill is amended.

I respectfully request your endorsement of this change because it gives students more and better opportunities to gain independence and reach their career goals without spending additional state dollars.

Sixty-seventh
Legislative Assembly
of North Dakota

SENATE BILL NO. 2269

Introduced by

Senator Poolman

Representative Martinson

1 A BILL for an Act to create and enact a new section to chapter 15.1-27 of the North Dakota
2 Century Code, relating to school district payments to postsecondary transitional programs for
3 students on individualized education programs; ~~and to amend and reenact section 15.1-27-03.1~~
4 ~~of the North Dakota Century Code, relating to the addition of students on individualized~~
5 ~~education programs enrolled in postsecondary transitional programs to the weighted average~~
6 ~~daily membership calculation.~~

7 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

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

10 ~~— **15.1-27-03.1. Weighted average daily membership – Determination. (Effective through**~~
11 ~~**June 30, 2021)**~~

12 ~~— 1. For each school district, the superintendent of public instruction shall multiply by:~~

13 ~~— a. 1.00 the number of full-time equivalent students enrolled in an extended~~
14 ~~educational program in accordance with section 15.1-32-17;~~

15 ~~— b. 0.60 the number of full-time equivalent students enrolled in a summer education~~
16 ~~program, including a migrant summer education program;~~

17 ~~— c. 0.40 the number of full-time equivalent students who:~~

18 ~~— (1) On a test of English language proficiency approved by the superintendent of~~
19 ~~public instruction are determined to be least proficient and placed in the first~~
20 ~~of six categories of proficiency; and~~

21 ~~— (2) Are enrolled in a program of instruction for English language learners;~~

22 ~~— d. 0.28 the number of full-time equivalent students who:~~

23 ~~— (1) On a test of English language proficiency approved by the superintendent of~~
24 ~~public instruction are determined to be more proficient than students placed~~

- 1 in the first of six categories of proficiency and therefore placed in the second
2 of six categories of proficiency; and
3 ~~————— (2) — Are enrolled in a program of instruction for English language learners;~~
4 ~~————— e. — 0.25 the number of full-time equivalent students under the age of twenty-one~~
5 ~~enrolled in grades nine through twelve in an alternative high school;~~
6 ~~————— f. — 0.20 the number of full-time equivalent students enrolled in a home-based~~
7 ~~education program and monitored by the school district under chapter 15.1-23;~~
8 ~~————— g. — 0.17 the number of full-time equivalent students enrolled in an early childhood~~
9 ~~special education program;~~
10 ~~————— h. — 0.15 the number of full-time equivalent students in grades six through eight~~
11 ~~enrolled in an alternative education program for at least an average of fifteen~~
12 ~~hours per week;~~
13 ~~————— i. — 0.10 the number of students enrolled in average daily membership, if the district~~
14 ~~has fewer than one hundred students enrolled in average daily membership and~~
15 ~~the district consists of an area greater than two hundred seventy-five square~~
16 ~~miles [19424.9 hectares], provided that any school district consisting of an area~~
17 ~~greater than six hundred square miles [155399 hectares] and enrolling fewer than~~
18 ~~fifty students in average daily membership must be deemed to have an~~
19 ~~enrollment equal to fifty students in average daily membership;~~
20 ~~————— j. — 0.082 the number of students enrolled in average daily membership, in order to~~
21 ~~support the provision of special education services;~~
22 ~~————— k. — 0.07 the number of full-time equivalent students who:~~
23 ~~————— (1) — On a test of English language proficiency approved by the superintendent of~~
24 ~~public instruction are determined to be more proficient than students placed~~
25 ~~in the second of six categories of proficiency and therefore placed in the~~
26 ~~third of six categories of proficiency;~~
27 ~~————— (2) — Are enrolled in a program of instruction for English language learners; and~~
28 ~~————— (3) — Have not been in the third of six categories of proficiency for more than~~
29 ~~three years;~~
30 ~~————— l. — 0.025 the number of students representing that percentage of the total number of~~
31 ~~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.];

~~m. 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; and~~

~~n. 0.50 the number of students by which the district's September tenth enrollment report exceeds the number of students in the prior year's average daily membership.~~

~~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.~~

~~Weighted average daily membership -- Determination. (Effective after June 30, 2021)~~

~~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 an extended educational program in accordance with section 15.1-32-17;~~

~~b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;~~

~~c. 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. 0.28 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;~~

~~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;~~

- ~~f. 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;~~
- ~~g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;~~
- ~~h. 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;~~
- ~~i. 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;~~
- ~~j. 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;~~
- ~~k. 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;~~
- ~~l. 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.];~~

- ~~m. 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;~~
- ~~n. 0.60 the number of students by which the district's September tenth enrollment report exceeds the number of students in the prior year's average daily membership increasing the factor annually by 0.10, not to exceed 1.00; and~~
- ~~o. For districts paid based on September tenth enrollment in the prior year, 0.50 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership, increasing the factor annually by 0.10, not to exceed 1.00. If the prior year's September tenth enrollment exceeds the prior year's average daily membership, then a deduction of 0.50 the number of excess students, increasing the factor annually by 0.10, not to exceed 1.00.~~
- ~~p. 1.00 the number of students ages eighteen to twenty-one with a documented intellectual or developmental disability, on an individualized education program, enrolled in a postsecondary transitional program in a district outside the student's district of residence.~~
- ~~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.~~

SECTION 1. A new section to chapter 15.1-27 of the North Dakota Century Code is created and enacted as follows:

Transitional program payments - Students - Individualized education program.

Any school district of residence receiving payments under this chapter shall provide payments to postsecondary transitional programs for eligible students enrolled in a postsecondary transitional program within the state. For purposes of this section, "eligible student" means a student between the ages of eighteen and twenty-one with a documented intellectual or developmental disability, who is on an individualized education program, and who enrolls in a postsecondary transitional program in a district outside the student's district of residence. Payments made by a school district of residence to a postsecondary transitional program under this section may not exceed the per student rate under section 15.1-27-04.1.

Testimony for Senate Bill 2269

Senate Education Committee

Senator Schaible, Chairman

January 26, 2021

By Amy Armstrong

**Minot State University's North Dakota Center for Persons with Disabilities
(NDCPD) - Advancing Students Toward Education and Employment Program (ASTEP)**

Good morning, Chairman Schaible, Vice Chairman Elkin, and members of the Senate Education Committee. My name is Amy Armstrong and I am an employee of Minot State University's North Dakota Center for Persons with Disabilities (NDCPD) and have been the project director for the Advancing Students Toward Education and Employment Program (ASTEP) since 2012.

ASTEP is an inclusive transition and post-secondary education (PSE) program for students with intellectual and developmental (I/DD) disabilities. Coordinated by NDCPD, ASTEP is located at Minot State University (MSU) and partners with both MSU and Dakota College at Bottineau's Minot campus to support young adults with I/DD to attend college. Approximately fifteen to twenty students, between the ages of 18 and 26, attend annually from all over the state as well as some neighboring states. Eligible students must have an I/DD and be currently or formerly eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

ASTEP began in 2010 through a five-year Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant from the U.S. Department of Education to develop a model comprehensive transition and post-secondary education program for students with ID. In 2015, NDCPD applied for and received a second five-year TPSID grant from the U.S. Department of Education. This funding was used to continue to develop and build a sustainable transition and PSE program at MSU.

In an inclusive and supportive environment, ASTEP students attend college to earn meaningful credentials taking college courses with student without disabilities. In addition, students complete community employment internships and learn important independent living and social skills while engaged in campus and residence life. ASTEP students receive additional supports from ASTEP staff and paid, practicum and volunteer peer mentors for all areas of campus and community life. ASTEP's goal is to make college a reality for students with I/DD and prepare students to live increasingly independent lives and pursue meaningful careers in their communities. One hundred percent (100%) of ASTEP graduates, who responded to a recent follow up survey, had paid (minimum wage or higher) community, integrated employment in the past twelve months.

ASTEP is currently supported through braided funding including MSU/DCB funds, final TPSID grant dollars, and program fees. Students who attend ASTEP are responsible for the cost of tuition, student fees, textbooks and room and board costs - if they live on campus. In addition, ASTEP students pay a program fee which helps to cover costs of the additional program supports and services that are provided.

Currently ASTEP is the only transition and post-secondary education program for students with I/DD in North Dakota. However, recently, NDCPD received a third TPSID grant to implement the *ND Inclusive Model Pathways for College and Career Training (IMPCCT) Consortium* project. While this grant may not be used to fund ASTEP activities, the IMPCCT Consortium will provide training and technical assistance to other colleges and universities in North Dakota to develop additional inclusive college programs for students with ID, similar to ASTEP.

Thank you for your time. I am happy to answer any questions you may have.

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**Testimony Senate Bill 2269
Senate Education
January 25, 2021**

Chairman Schaible and members of the Committee, my name is Kirsten Dvorak. I am the executive director of The Arc of North Dakota, which includes all six Arc chapters in North Dakota: Bismarck, Bowman, Dickinson, Fargo, Grand Forks, and Valley City. Our mission is to improve people's quality of life with intellectual and developmental disabilities and actively support their full inclusion and community participation.

I also am a parent of a 21 year with Autism, Radek, who also attends ASTEP at Minot State. I have included his testimony about how ASTEP has helped him become more independent and helps him reach his goal of being a graphic designer.

Radek was accepted to Minneapolis College of Art and Design (MCAD), one of the nation's top graphic design schools. Radek has produced various logos for Mental Health Advocacy Network, Protection, and Advocacy, and did the graphic work on The Arc of North Dakotas' Disability Data Book. However, as we say, his autism got too big. It became too overwhelming, even with disability services. We decided to bring him home halfway through the second semester.

This fall, the ASTEP program was open for individuals with developmental disabilities, like Radek. He is now thriving with the support of his case manager, the mentors with studying, and even receiving speech therapy to help with social cues. In return, he is learning how to show up on time for work, learning time management, and how to break down a project. All skills he will need to be successful as a graphic designer and live independently in the community.

I have also included testimony from Peter Gravdahl, a graduate of the ASTEP program.

Kirsten Dvorak

Senate Bill No. 2269 Testimony from Dominic Schaff

Chairman Schaible and Members of the Senate Education Committee,

My name is Dominic Schaff. I was a student at Minot State University through the ASTEP program. ASTEP helped me be independent and showed me how to do things on my own with some guidance. It helped me to go to classes and helped me learn how to set up a schedule that tells me when and where I need to be. The ASTEP mentors helped me learn how to stay on task at my jobs in Minot and now at my job at Costco. The ASTEP mentors explained that it was okay for me to ask for help when I didn't understand something at work, which helps me to do a better job.

It would be best for everyone at this difficult time to be able to attend ASTEP at Minot State.

Thank you. If you have any questions, I would be happy to answer them.

Senate Bill No. 2269 Testimony from Mitchell Schaff

Chairman Schaible and Members of the Senate Education Committee,

My name is Mitchell Schaff. I am testifying today in support of Senate Bill No. 2269.

Sitting next to me is my son Dominic. Dominic was born on January 3rd, 1996 at Mercy Medical Center in Williston. At birth, Dominic suffered some type of oxygen deprivation, which led to what is called an intra-ventricular hemorrhage in his brain. This in turn caused permanent brain damage, and resulted in Dominic being developmentally disabled. He was transported to St. Alexius hospital the day after his birth, and spent most of the next six weeks in the Neonatal Intensive Care Unit. He underwent multiple surgeries during that time, including an operation which inserted what is called a ventriculoperitoneal (VP) shunt, which relieves pressure from a buildup of excess cranial fluid by venting it into his abdomen.

During Dominic's stay at St. Alexius, his mother and I were informed that given the damage caused by the hemorrhage, it was likely that Dominic would never walk, and that he would be severely disabled. That aspect of his diagnosis turned out to be incorrect, and though Dominic does have some definite motor control issues, he is not only able to walk but has successfully learned how to ride a bicycle on his own.

Beyond those motor control issues however, Dominic does have some significant cognitive disabilities which prevent him from participating in many of the activities that his peers do without second thought. Driving a car, for example, is not a possibility. Any type of spatial or time estimates is very difficult for Dominic. During his high school years, any thought of Dominic attending an institution of higher education was an unattainable dream. Or so we thought.

I learned of the ASTEP program from Dominic's teachers at the Bismarck Life Education program, which Dominic attended after graduating from Century High School. Knowing how important my collegiate experience was to my own life and career, I was very pleased to hear about the ASTEP program, and sought more information about the program.

In the spring of 2017, Dominic was accepted in to the ASTEP program, and attended until his completion in May of 2020. During that time, Dominic attended the same classes that his peers attended, did the same assignments, lived in Dakota Hall, and participated in on campus events. He had support each night from the Minot Easter Seals organization, but was largely independent throughout the days. While attending the program, Dominic worked at Buffalo Wild Wings, the Elevation restaurant at the Minot Country Club, and for Sodexo at the Minot State University dining hall. His ASTEP mentors provided transportation, support, and guidance during his initial employment at each of these jobs, then faded back away from him as Dominic became more confident at each position.

The experience that Dominic gained through the ASTEP program was immense, and led to a much stronger sense of independence and self-confidence. That same experience was a critical factor after graduation last summer, and its benefits manifested themselves when in June of 2020, Dominic applied for a position at the new Costco store in Bismarck, and was hired almost immediately.

Dominic now works 25 hours each week at Costco, and during the opening months he was working full time. I can assure you that the likelihood of Dominic having this type of position was very low, prior to his experiences at Minot State University in conjunction with the ASTEP program. Those experiences have prepared and enabled Dominic to succeed wildly beyond our expectations, and have given Dominic a chance to experience activities that so many disabled individuals never get.

Senate Bill 2269 will give those same benefits to other individuals like Dominic who might not otherwise have that chance. I humbly ask you to please support this Bill, and assure you that other students who are able to attend programs like ASTEP will not only benefit from the experiences that the ASTEP program provides, those experiences will in fact have positive impacts which will last their entire lives.

Thank you.

SB 2269

Senate Education Committee

Rep. Schaible, Chairman

1.26.21

Chair Schaible and Members of the Committee:

My name is Elizabeth Romanick and I want you to give SB 2269 a “do pass”. I am 21 years old and I live on the Minot State campus in Lura Manor. I am working on my associates’ degree from Dakota College of Bottineau to be an Early Childhood Paraprofessional. I get support from the Minot State ASTEP program.

Here’s what I’ve learned by going to college. I learned to be more independent and to be more responsible in adulthood. I learned that I am more capable of being myself and also caring for other people. I really like to go to the Beaver Women’s Basketball games, to the Men’s Hockey games, and wrestling. I like taking care of myself and I don’t have to have my mom yell at me any more.

Part of being involved with ASTEP is to have a job or a work experience. Right now, I will be doing some field work with Magic City Daycare and an internship with Minot State’s Residence Housing Association and Student Government. My resume is very impressive and I have worked since I was 15.

This bill won’t help me anymore because I’m 21 and graduated from Century High School, but it might help some of my friends who also want to go to college.

Thank you for your time and I’d be willing to answer any questions.

Elizabeth Romanick

SB 2269
Senate Education Committee
Senator Donald Schaible, Chairman

1.26.21

Chairman Schaible and Members of the Committee:

I am here today to ask for a “do pass” on SB 2269. The bill creates a partnership between our public schools and our post-secondary institutions to assist young adults with intellectual and/or developmental disabilities to forge a robust transition plan, which includes access to college.

While I serve as the executive director for Designer Genes of North Dakota, a Down syndrome association, I am here today to speak to you as parent of a young adult who lives with Down syndrome and who is currently attending college and has been since 2018. When she was born in 1999, there were few resources to support individuals with cognitive disabilities to attend college. Today, there are 301 colleges who identify as having supports for students with intellectual disability. (<https://thinkcollege.net/college-search>).

For decades, individuals with intellectual disabilities were raised and remained living in institutions. This led to severe deprivation in the areas of learning, exposure to real life experiences, and social interactions. The general society was also deprived of living and learning from individuals with intellectual disabilities as well. These two truths led to a number of societal myths that exist today. These myths impact the expectations that we have and continue to limit the experiences that are open to individuals with intellectual disabilities. I raise this point because my daughter has challenged the myths and biases that I have myself about what she can do in her life. Mostly, her response is “I’ve got this mom”. Debunking another myth, today people with Down syndrome are going to college. In fact, the Ruby’s Rainbow scholarship program has awarded scholarships to 306 individuals with Down syndrome since 2012. (<https://rubysrainbow.org/wp-content/uploads/Rubys-Impact-Report-2019.pdf>).

Investments in prevention and mitigation are critical for you to consider. My belief is that every inclusive experience that Elizabeth has been involved in has minimized the footprint and cost of public supports that she might have needed without those experiences. Her college experience is most certainly one of the most robust opportunities that she has had. She has to independently juggle her schedule, find her way to the Beaver Hockey games, responsibly handle her money, keep track of her “stuff”, negotiate friendships and relationships, and hold down an employment experience. She is learning how to prioritize the homework and assignments as well as to advocate for the needed supports in the classes that can help her stay successful.

Why are we making this investment in time and money for Elizabeth to go to college?

Bottomline is we want her to have the best possible chance of finding work that she loves and that will sustain her well-rehearsed ability to order every meal through DoorDash! Seriously, her vision for herself is to live an independent life and we see this as an investment in moving the needle on quality. We hope that she can break down the glass ceiling of poverty that so many with intellectual disabilities have been forced to live beneath. From data collected by Think College, “most students enrolled in supportive college programs, who exited (n = 290; 75%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit.” (<https://thinkcollege.net/resource/program-evaluation-student-outcomes/annual-report-of-the-tpsid-model-demonstration-projects>). We are more interested in these statistics, than the statistics from the National Snapshot of Adults with Intellectual Disabilities in the Labor Force (<https://www.specialolympics.org/our-work/research/national-snapshot-of-adults-with-intellectual-disabilities-in-the-labor-force>) that show that only 34% of people ages 21 – 64 with intellectual disabilities are employed.

The allowances in this bill would have been beneficial to Elizabeth and indeed we discussed this as an option during transition planning within her IEP. Our school district was willing to continue her IEP, but only if she remained in Bismarck. At the time, we did not push further to see how post-secondary opportunities locally could have been woven into a continuing IEP and the options we were offered did not meet the challenging goals she had for herself. Elizabeth wanted to go to college like her friends and was set on attending Minot State University so she made the decision to officially graduate.

From Day 1, Elizabeth has stretched herself. When told that she was supposed to audit her classes, she demanded to be allowed to take them for credit. When advised that maybe some kind of public relations/hospitality coursework would be good, she advocated to work with young children. When her first roommate moved out, she found a new one who is now a lifelong friend. Thinking she wasn’t busy enough; she took herself over to cheerleading tryouts and called to say she was cheering for the Beavers.

Youth with intellectual disabilities should have the same options as their peers who don’t have disabilities. SB 2269 helps to create equity for students who have potential and just need a different set of supports to help them fulfill their dreams.

Thank you for your time and I’ll take any questions you might have.

Roxane Romanick
701.391.7421
Bismarck, ND

January 25, 2021

I am writing in support of Senate Bill 2269. My son is a 2017 graduate of Dakota College at Bottineau. He earned this credential while attending Minot State University's ASTEP Program, which he participated in for three years. ASTEP provided an abundance of services and support for my son 24 hours a day. Without the comfort of knowing that he was in "good hands," his father and I most likely would have never allowed him to attend a college over a hundred miles away from his home. We didn't have to worry. The staff and student mentors of ASTEP were exceptionally professional and efficient. Watching him transition from high school to college is an experience that we will forever be grateful for!

We were fortunate that our school district was able to seek funding for him to attend college through ASTEP, along with financial help from our Tribe's Education Department. I am completely aware that many students with Development/Intellectual Disabilities in this state are not afforded this wonderful opportunity. Our students with Development/Intellectual Disabilities are WORTH it. This experience for them is worth every single cent their respective school districts receive for them. Being born with a Developmental/Intellectual Disability is neither the student's nor the parent's fault and so there should be NO reason for them to be penalized by the very school districts that are RESPONSIBLE for not only their education, but their DEVELOPMENT.

The skills and opportunities these students, YOUR students, will receive will be remembered by THEM and will IMPACT them in more positive ways than your "typical" college students. This opportunity for them is worth more than any "weighted" funding standards.

I am respectfully asking all of you to make this opportunity available to this State's students with Development/Intellectual Disabilities and to vote YES to S.B. 2269.

Respectfully Submitted,

Carol Standing Crow

PO Box 486

Fort Yates, ND 58538

Our son is a student currently enrolled in the ASTEP program, run by Dakota College Bottineau on Minot State's campus. He is thriving in his student life and we are very grateful that such a program exists for young adults like our son.

School was difficult for our son from day one, even as far back as preschool. He has had developmental delays (both physical and mental) since birth and in elementary school he was diagnosed with ADHD and a severe math learning disability and put on an Individualized Education Plan. Whilst he was in high school, he was assessed to be a Level 2 client by the North Dakota State Vocational Rehabilitation program, qualifying him for Job Services and other state assistance.

Despite his challenges, our son has never disallowed himself the notion that he could have the same goals as his classmates, dream the same dreams as his friends and look to the future like his siblings. He wants to contribute to society and to live and work amongst his peers, even if in a slightly lesser capacity.

As he neared his high school graduation, we had many sleepless nights worrying about what his next steps would - and COULD - be. A friend told us about ASTEP and it was as if the pieces fell into place for our family. He applied, interviewed, was accepted ... and immediately enrolled.

During his first semester in the ASTEP program, our son made gains we weren't sure possible. He enrolled and excelled in classes such as First Year Experience, Life Skills and Concepts of Wellness and Fitness. This spring, he is going to a seminar called SAFE Training where he will learn valuable lessons and insights about adult relationships, Communication, Decision Making and Social Media. ASTEP is in routine contact with us to ensure that our son's needs are being addressed, that he's staying safe and that he's staying engaged.

Our son is living independently, on campus and in a dorm with other young people from all over the United States and the world. His eyes are opened every day to different ideas, thoughts and life experiences. This program is exposing him to a plethora of life choices while encouraging him to make healthy and attainable steps toward independence. Our happy young man is thriving at ASTEP and we know this enriching experience will carry him through the rest of his life.

Please support this legislation.

Senate Education

Sixty-seventh Legislative Assembly of North Dakota

Senate Bill No. 2269

January 26, 2021

Good afternoon, Chairman Schaible, and Members of the Senate Education Committee. I am Pam Mack, Director of Program Services for the Protection & Advocacy Project (P&A).

P&A is here today to support SB 2269 which allows for school district payments for postsecondary transitional programs for students with developmental disabilities. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities are provided with transition services that are coordinated and include a results-oriented process that is focused on improving the academic and functional achievement of the child to facilitate the movement from school to post-school activities, including postsecondary education. (U.S.C. §§ 1411 to 1419, Section 300.43).

Many students with disabilities, between the ages of 18 and 21, find their choice for next steps limited due to their eligibility for services in the public-school system through the age of 21. SB 2269 provides for funding options, without additional cost to the state, which would allow students with disabilities to pursue enrollment in a postsecondary transitional program. P&A supports this option for students to expand their transition services in order to achieve great independence and post high school goals.

If you have any questions or would like to contact me, you can reach me by e-mail at pmack@nd.gov or by phone at (701) 328-3975. Thank you for your consideration.

A written opening statement on testimony to the North Dakota Special Ed Legislature

Good afternoon ladies and Gentlemen of the 2021 North Dakota Legislature. My Name is Peter Donald Gravdahl, and I would like to talk to you all about the Adult-Student Transitional Educational Program and how it is be beneficial for individuals with disabilities.

In the spring of 2012, before I graduated from Northwood High School in the class of 2012, I was contacted by my caseworker Mary Stammen, about A-Step, I did not know what it was so Mary told me it was a transitional program for people with disabilities. After reviewing the materials, that were sent to me from The Offices of the North Dakota Center for Persons with Disabilities, I knew that this was the right fit.

So in the fall, after graduation, I was brought to Minot where I was settled in, and during my first few months, I learned and acquired experience with support from various teachers, supervisors, case workers, and mentors and other classmates.

A-Step employs mentors to accompany their students to the classes, to observe, make sure that they are focused on coursework, and getting through without problems. They also are to be your friends and help you blend in with the environment of a post-secondary environment.

I admit that I learned and experienced a lot of new stuff such as independent living skills, work skills such as being able to develop an exceptional attendance record at classes and to this day at my current jobs, develop friendships with many students who were from multiple US states and overseas countries, most of whom I continue to this day, and being able to develop a suitable work and social ethic.

I also admit that as my time at A-Step in Minot was positive, I admit that I did make mistakes that I admit were wrong, but with their help and support, I was able to learn from my mistakes, and keep moving forward and not going back to the past.

After doing 2 more semesters, one that was in Minot and my final semester that was online back home in Northwood, I graduated from Minot State/DCB-Bottineau in the class of May 2015 with a 2 year reception services certificate.

Since completing A-Step in May 2014 and graduating from Minot in the Class of May 2015, I have been working current jobs, at a Hotel in Grand Forks since 2016, assisting my Dad Charles with farm work from time to time, and also at Harbor Freight in Grand Forks.

Thanks to A-Step, I have developed a stronger work ethic at my jobs, developing a more deeper strength to learn on the job and take responsibility. For transitioning from High school life to the adult life, I do believe that A-Step can be THE NEXT STEP for First stage adult life transitioning. Thank you.

Testimony SB2269

Life was tough growing up for me being on the spectrum, there are times I don't understand anything at all, and there are times I understood, I have to be reminded every time (but not all the time) when things need to be done. Sometimes I have to remove myself from a situation Because of something I did wrong or when things get too busy. When I finished elementary school, my family moved from Oklahoma City to North Dakota to be closer to family, and I had to cope with my new life in a new town. Once middle school started, I began to struggle with schoolwork and began to fall behind because of my executive functioning. My lack of organizational skills, teachers didn't understand how I learned. That's when I had an aide in the classroom. Then it was time for me to go to high school. I realized that I had to keep my head in the game if I wanted to graduate with my friends. I didn't do so well during my freshman year. Due to my anxiety about social situations, I didn't go to dances and other school activities. I didn't have a lot of friends. Schoolwork was hard, and it wasn't easy for me to turn in assignments on time. Classroom noise is difficult for me, and I have a hard time concentrating when others are talking around me, I was also anxious over fire drills and lockdown drills as it involved loud noises and flashing lights. I wore earmuffs during fire drills, and other schools function like pep rallies and assemblies because of the loud noise. As my sophomore year started, I was introduced to the Peer to Peer program at Century High; it helped me get over my social anxiety. I was able to attend school

functions with friends. Because of the services and Peer to Peer, I was able to graduate with my friends.

When I went off to MCAD in 2018, I didn't fully understand how to access services to support my needs academically. My anxiety got the better of me, and I had to drop out during the second semester of 2019. I remember the day when I sat in on one of the Autism Task Force meetings and I heard about the Advancing Students Toward Education and Employment Program (ASTEP) at Minot State, a peer mentoring program through the Dakota College at Bottineau. Their purpose is to help kids with I/DD receive the support they need to be successful in college and in receiving meaningful employment through Peer Mentors, I remember hearing about ASTEP from an old high school friend, who was in the program when I was at MCAD. Last year I decided to apply for the program and I was accepted to the program. Being in ASTEP was a lot better for me than the services they had at MCAD where the only thing they can do is have a notetaker, I asked for peer mentors but I did not get them there.

With ASTEP, I was able to get support such as Notetakers, Peer Mentors, Help with Homework, independent living skills, and Job shadowing. Homework wasn't hard for me anymore, as I worked with a mentor to work on the assignments that were given to me by my professors and turning them in on time, and the mentors are in the classroom with me. I also improved my independent living skills through a program outside of ASTEP, where during that time, I clean my dorm and do laundry. I also learned my graphic design through an internship with the Minot Athletics department where I work

on promoting the Athletics program through making and learning the in and outs of photoshop design and teaching my coach illustrator through my work.

Currently, I work two jobs on campus, one working with athletics and the other broadcasting as I have been recently hired as a cameraman for BEK Sports, a branch of BEK Telecom and BEK TV. I continue with ABA through Poppie's Promise and Mental Health services with Pediatric Therapy Partners, and I look forward to finishing my first year of college at Minot State.

Thank you for your time.

Radek Dvorak

rdvrk.rk@gmail.com

701-989-4934

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2269
1/26/2021

A BILL relating to school district payments to postsecondary transitional programs for students on individualized education programs; relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chair Schaible called to order at 3:05 p.m.

Discussion Topics:

- Amendment 21.0923.01001

Senator	Attendance
Chairman Schaible	P
Senator Elkin	AB
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	P

Adjourned at 3:07 p.m.

Lynn Wolf, Committee Clerk

PROPOSED AMENDMENTS TO SENATE BILL NO. 2269

Page 1, line 3, remove "; and to amend and reenact section 15.1-27-03.1"

Page 1, remove lines 4 and 5

Page 1, line 6, remove "daily membership calculation"

Page 1, remove lines 8 through 24

Page 2, remove lines 1 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 29

Page 5, remove lines 1 through 20

Renumber accordingly

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2269
1/27/2021

A BILL relating to school district payments to postsecondary transitional programs for students on individualized education programs; relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chair Schaible called to order at 2:15 p.m.

Discussion Topics:

- Amendment 21.0923.01001

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	P

Additional written testimony:

Senator Poolman submits testimony #3122.

Adjourned 2:17 p.m.

Lynn Wolf, Committee Clerk

21.0923.01001
Title.

Prepared by the Legislative Council staff for
Senator Poolman
January 22, 2021

PROPOSED AMENDMENTS TO SENATE BILL NO. 2269

Page 1, line 3, remove "; and to amend and reenact section 15.1-27-03.1"

Page 1, remove lines 4 and 5

Page 1, line 6, remove "daily membership calculation"

Page 1, remove lines 8 through 24

Page 2, remove lines 1 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 29

Page 5, remove lines 1 through 20

Renumber accordingly

2021 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2269
2/3/2021

A BILL relating to school district payments to postsecondary transitional programs for students on individualized education programs; relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chair Schaible called to order at 2:16 p.m.

Discussion Topics:

- Amendment 21.0923.01003

Sen Poolman explained the amendment 21.0923.01003 to committee.

Sen Oban: I move amendment 21.0923.01003.

Sen Elkin: I second

Roll Call Vote: 6 - YES 0 - NO 0 - AB Motion Passed

Sen Oban: Moved Do Pass as Amended

Sen. Conley: Seconded

Roll Call Vote: 6 -- YES 0 -- NO -0- AB

Motion Passed -Sen Schaible will carry the bill.

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	P

Amendment 01003	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

SB 2269	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

Adjourned at 2:32 p.m.
Lynn Wolf, Committee Clerk

February 3, 2021

80
2/3

PROPOSED AMENDMENTS TO SENATE BILL NO. 2269

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-32 of the North Dakota Century Code, relating to a postsecondary transitional grant program.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-32 of the North Dakota Century Code is created and enacted as follows:

Postsecondary transitional grant program - Students.

The superintendent of public instruction shall provide payments to postsecondary transitional programs for eligible students enrolled in a postsecondary transitional program within the state. For purposes of this section, "eligible student" means a student with a documented intellectual or developmental disability who is at least eighteen years of age but has not reached the age of twenty-one, who has graduated high school or obtained an equivalent degree, and who enrolls in a postsecondary transitional program. Grant payments under this section may not exceed the per student rate under section 15.1-27-04.1. The superintendent of public instruction shall review and approve postsecondary transitional programs and develop a system for the distribution of payments necessary to implement this section."

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2269: Education Committee (Sen. Schaible, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2269 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-32 of the North Dakota Century Code, relating to a postsecondary transitional grant program.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-32 of the North Dakota Century Code is created and enacted as follows:

Postsecondary transitional grant program - Students.

The superintendent of public instruction shall provide payments to postsecondary transitional programs for eligible students enrolled in a postsecondary transitional program within the state. For purposes of this section, "eligible student" means a student with a documented intellectual or developmental disability who is at least eighteen years of age but has not reached the age of twenty-one, who has graduated high school or obtained an equivalent degree, and who enrolls in a postsecondary transitional program. Grant payments under this section may not exceed the per student rate under section 15.1-27-04.1. The superintendent of public instruction shall review and approve postsecondary transitional programs and develop a system for the distribution of payments necessary to implement this section."

Renumber accordingly

2021 HOUSE EDUCATION

SB 2269

2021 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

SB 2269
3/17/2021

Relating to a postsecondary transitional grant program
--

Chairman Owens opened the hearing at 9:00 AM. Roll call: Reps. Owens, Schreiber-Beck, Hauck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg and Hager present.

Discussion Topics:

- MSU Program development clarification
- ASTEP Program
- ASTEP Program participants

Sen. Nicole Poolman introduced the bill, #9619, #9620, #9622

Amy Armstrong, Asst. Dir., Center for Persons with Disabilities, Minot State University, #9279

Dominick Schaff, Student, #9796

Mitchell Schaff, Parent, #9795

Kirsten Dvorak, Ex. Dir., ARC of North Dakota, #9748

Kirsten Dvorak, reading testimony of Peter Gravdahl, #9751

Radek Dvorak, #9738

Roxanne Romanick, Ex. Dir., Designer Genes, #9457

Elizabeth Romanick, #9455

Adam Tescher, Asst. Dir., School Finances, ND DPI, clarification

Additional written testimony: None

Chairman Owens closed the hearing at 9:35 AM.

Bev Monroe, Committee Clerk

21.0923.02001

FIRST ENGROSSMENT

Sixty-seventh
Legislative Assembly
of North Dakota

ENGROSSED SENATE BILL NO. 2269

Introduced by

Senator Poolman

Representative Martinson

1 A BILL for an Act to create and enact a new section to chapter 15.1-32 of the North Dakota
2 Century Code, relating to a postsecondary transitional grant program.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
5 and enacted as follows:

6 **Postsecondary transitional grant program - Students.**

7 The superintendent of public instruction shall provide **integrated formula** payments to
8 postsecondary transitional programs for eligible students enrolled in a postsecondary
9 transitional program within the state **at the rate provided under section 15.1-27-04.1.** For
10 purposes of this section, "eligible student" means a student with a documented intellectual or
11 developmental disability who is at least eighteen years of age but has not reached the age of
12 ~~twenty-one~~**twenty-two**, who has graduated **from a public** high school **in the state** or obtained an
13 equivalent degree, and who enrolls in a postsecondary transitional program. **By June thirtieth of**
14 **each year, postsecondary transitional programs shall submit to the superintendent of public**
15 **instruction for the reimbursement of eligible students enrolled in the program.** Grant payments
16 under this section may not exceed the per student rate under section 15.1-27-04.1. The
17 superintendent of public instruction shall review and approve postsecondary transitional
18 programs and develop a system for the distribution of payments necessary to implement this
19 section.

21.0923.02001
Title.

Prepared by the Legislative Council staff for
Senator Poolman

February 23, 2021

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2269

Page 1, line 7, after "provide" insert "integrated formula"

Page 1, line 9, after "state" insert "at the rate provided under section 15.1-27-04.1"

Page 1, line 11, replace "twenty-one" with "twenty-two"

Page 1, line 11, after "graduated" insert "from a public"

Page 1, line 11, after "school" insert "in the state"

Page 1, line 12, after the underscored period insert "By June thirtieth of each year,
postsecondary transitional programs shall submit to the superintendent of public
instruction for the reimbursement of eligible students enrolled in the program."

Renumber accordingly

Testimony for House Education

Wednesday, March 17, 2021

Nicole Poolman

Good morning, Chairman Owens and members of the Education Committee, my name is Nicole Poolman, state senator from District 7 here in Bismarck and Lincoln. I am here to introduce and offer an amendment to SB 2269.

SB 2269 applies to students between the ages of 18-22 with intellectual or developmental disabilities who are on an IEP (Individualized Education Plan). These students are educated in our districts until the age of 22 in accordance with federal law and are included in district ADM (Average Daily Membership) numbers. The programming from the ages of 18-22 focuses on transitioning students to adulthood by teaching them independent living and job skills.

This bill creates open enrollment opportunities for students in this age group to include not only transitional programming in their home district, but also transitional programming associated with a postsecondary program. There is currently only one of these programs in North Dakota: ASTEP on the campus of Minot State University, which currently has 7 students enrolled.

Students enrolled in ASTEP pay full tuition and room and board to Minot State, and families pay an additional \$8,000 fee to support the ASTEP programming and resources. In the past, the rest of ASTEP's transitional and life skills programming was paid for with federal grant dollars. Recently, the federal grant requirements changed, and now those dollars can only be used to create new programs at other postsecondary schools. This bill is an attempt to create a reliable funding stream going forward, but more importantly, it is an attempt to ensure students have access to the transitional programming that best suits their needs and goals.

You will hear from students and parents who have been part of the ASTEP program today, and they will fill you in on the many benefits of the program, so I will stick to the content of the bill and why it needs to be amended.

If you look at the next page, I have included the amendment in context. The amendment adds language to clarify that these are integrated formula payments – exactly what these students would have been eligible for had they stayed in their home districts. It also clarifies that the payment cannot exceed the per pupil payment and will be paid out at the same time school districts are currently paid.

This bill simply shifts the per pupil payments that would have gone to the home districts of these students and gives them an option that offers more independence and challenge. These are not new dollars, but merely a shift of dollars currently spent on these students.

Thank you for your consideration of SB 2269, and I will stand for any questions you may have.

**Testimony for Senate Bill 2269
House Education Committee
Representative Owens, Chairman**

March 17, 2021

By Amy Armstrong

**Minot State University's North Dakota Center for Persons with Disabilities
(NDCPD) - Advancing Students Toward Education and Employment Program (ASTEP)**

Good morning, Chairman Owens and members of the House Education Committee. My name is Amy Armstrong and I am the Assistant Director at Minot State University's North Dakota Center for Persons with Disabilities (NDCPD). For the past nine years, I was the project director for MSU's Advancing Students Toward Education and Employment Program (ASTEP).

ASTEP is an inclusive transition and post-secondary education (PSE) program for students with intellectual and developmental (I/DD) disabilities. Coordinated by NDCPD, ASTEP is located at Minot State University (MSU) and partners with both MSU and Dakota College at Bottineau's Minot campus to support young adults with I/DD to attend college. Fifteen to twenty students, between the ages of 18 and 26, attend annually from all over the state, as well as some neighboring states. Eligible students must have an I/DD and be currently or formerly eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

ASTEP began in 2010 through a five-year Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant from the U.S. Department of Education to develop a model comprehensive transition and PSE program for students with ID. In 2015, NDCPD applied for and received a second five-year TPSID grant from the U.S. Department of Education. This funding was used to continue to develop and build a sustainable transition and PSE program at MSU.

In an inclusive and supportive environment, ASTEP students attend college to earn credentials, taking college courses with student without disabilities. In addition, students complete community employment internships and learn important independent living and social skills while engaged in campus and residence life. ASTEP students receive additional supports from ASTEP staff and peer mentors for all areas of campus and community life. ASTEP's goal is to make college a reality for students with I/DD and prepare students to live increasingly independent lives and pursue meaningful careers in their communities. In a recent follow up survey, one hundred percent (100%) of ASTEP graduates who responded, had paid (minimum wage or higher) community, integrated employment in the past twelve months.

ASTEP is currently supported through braided funding including some MSU/DCB funds, final TPSID grant dollars, and program fees. These funds help to cover the cost of ASTEP

program staff and peer mentors, who together coordinate and provide direct services to students daily. Students who attend ASTEP are responsible for the cost of tuition, student fees, textbooks and room and board costs - if they live on campus. In addition, ASTEP students pay a program fee which helps to cover costs of the program supports that are provided.

Currently ASTEP is the only transition and PSE program for students with I/DD in North Dakota. However, recently, NDCPD received a third U.S. Department of Education - TPSID grant to implement the *ND Inclusive Model Pathways for College and Career Training (IMPCCT) Consortium* project. While this grant may not be used to fund ASTEP activities, the IMPCCT Consortium will provide training and technical assistance to other North Dakota colleges and universities to develop additional inclusive college programs for students with I/DD.

Thank you for your time. I am happy to answer any questions you may have.

Contact Information:

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Website: www.minotstateu.edu/astep.shtml

Senate Bill No. 2269 Testimony from Dominic Schaff

Representative Owens and Members of the House Education Committee,

My name is Dominic Schaff. I was a student at Minot State University through the ASTEP program. ASTEP helped me be independent and showed me how to do things on my own with some guidance. It helped me to go to classes and helped me learn how to set up a schedule that tells me when and where I need to be. The ASTEP mentors helped me learn how to stay on task at my jobs in Minot and now at my job at Costco. The ASTEP mentors explained that it was okay for me to ask for help when I did not understand something at work, which helps me to do a better job.

It would be best for everyone at this difficult time to be able to attend ASTEP at Minot State.

Thank you. If you have any questions, I would be happy to answer them.

Senate Bill No. 2269 Testimony from Mitchell Schaff

Representative Owens and Members of the House Education Committee,

My name is Mitchell Schaff. I am testifying today in support of Senate Bill No. 2269.

Sitting next to me is my son Dominic. Dominic was born on January 3rd, 1996 at Mercy Medical Center in Williston. At birth, Dominic suffered some type of oxygen deprivation, which led to what is called an intra-ventricular hemorrhage in his brain. This in turn caused permanent brain damage, and resulted in Dominic being developmentally disabled. He was transported to St. Alexius hospital the day after his birth, and spent most of the next six weeks in the Neonatal Intensive Care Unit. He underwent multiple surgeries during that time, including an operation which inserted what is called a ventriculoperitoneal (VP) shunt, which relieves pressure from a buildup of excess cranial fluid by venting it into his abdomen.

During Dominic's stay at St. Alexius, his mother and I were informed that given the damage caused by the hemorrhage, it was likely that Dominic would never walk, and that he would be severely disabled. That aspect of his diagnosis turned out to be incorrect, and though Dominic does have some definite motor control issues, he is not only able to walk but has successfully learned how to ride a bicycle on his own.

Beyond those motor control issues however, Dominic does have some significant cognitive disabilities which prevent him from participating in many of the activities that his peers do without second thought. Driving a car, for example, is not a possibility. Any type of spatial or time estimates is very difficult for Dominic. During his high school years, any thought of Dominic attending an institution of higher education was an unattainable dream. Or so we thought.

I learned of the ASTEP program from Dominic's teachers at the Bismarck Life Education program, which Dominic attended after graduating from Century High School. Knowing how important my collegiate experience was to my own life and career, I was very pleased to hear about the ASTEP program, and sought more information about the program.

In the spring of 2017, Dominic was accepted in to the ASTEP program, and attended until his completion in May of 2020. During that time, Dominic attended the same classes that his peers attended, did the same assignments, lived in Dakota Hall, and participated in on campus events. He had support each night from the Minot Easter Seals organization, but was largely independent throughout the days. While attending the program, Dominic worked at Buffalo Wild Wings, the Elevation restaurant at the Minot Country Club, and for Sodexo at the Minot State University dining hall. His ASTEP mentors provided transportation, support, and guidance during his initial employment at each of these jobs, then faded back away from him as Dominic became more confident at each position.

The experience that Dominic gained through the ASTEP program was immense, and led to a much stronger sense of independence and self-confidence. That same experience was a critical factor after graduation last summer, and its benefits manifested themselves when in June of 2020, Dominic applied for a position at the new Costco store in Bismarck, and was hired almost immediately.

Dominic now works 25 hours each week at Costco, and during the opening months he was working full time. I can assure you that the likelihood of Dominic having this type of position was very low, prior to his experiences at Minot State University in conjunction with the ASTEP program. Those experiences have prepared and enabled Dominic to succeed wildly beyond our expectations, and have given Dominic a chance to experience activities that so many disabled individuals never get.

Senate Bill 2269 will give those same benefits to other individuals like Dominic who might not otherwise have that chance. I humbly ask you to please support this Bill, and assure you that other students who are able to attend programs like ASTEP will not only benefit from the experiences that the ASTEP program provides, those experiences will in fact have positive impacts which will last their entire lives.

Thank you.



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Website: www.thearcofbismarck.org

Testimony Senate Bill 2269

House Education

March 17, 2021

Chairman Owens and members of the Committee, my name is Kirsten Dvorak. I am the executive director of The Arc of North Dakota, which includes all six Arc chapters in North Dakota: Bismarck, Bowman, Dickinson, Fargo, Grand Forks, and Valley City. Our mission is to improve people's quality of life with intellectual and developmental disabilities and actively support their full inclusion and community participation.

Many students with Autism Spectrum Disorder (ASD) are less likely to enroll in a post-secondary education despite intellectual capability. Only 41% of individuals with a disability, including ASD, graduate from college. My son Radek was not part of the 41% who graduated from college; he had to drop out in his second college semester. He did not have the supports in place for him to be successful.

The ASTEP program offers an inclusive education that supports students with disabilities to earn a degree or a certificate and gain employment skills throughout the two-year program. Students that attend ASTEP are engaged in employment opportunities through either a paid experience or an internship that helps build job skills, soft skills, and a sense of pride in a job well done.

Access to meaningful education and employment for people with disabilities continues to be an issue across the country. Many individuals with disabilities of working age are



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Website: www.thearcofbismarck.org

either unemployed or do not participate in the workforce to lack opportunity and insufficient education attainment levels. According to the 2019 census, only 37% of people with disabilities are in North Dakota's workforce. The average Supplemental Security Income is \$783 a month, which about 22% below the federal poverty level. Students who attend programs such as ASTEP are 15 times more likely to have a paid job finishing the ASTEP program.

ASTEP also has case managers and mentors to help with studying. ASTEP students learn to advocate for themselves in what they need to be successful in the classroom and on the job. Students learn how to show up on time for work, learn time management, and break down a project. All skills are needed to be successful and live independently in the community.

A written opening statement on testimony to the North Dakota Special Ed Legislature

Good afternoon ladies and Gentlemen of the 2021 North Dakota Legislature. My Name is Peter Donald Gravdahl, and I would like to talk to you all about the Adult-Student Transitional Educational Program and how it is be beneficial for individuals with disabilities.

In the spring of 2012, before I graduated from Northwood High School in the class of 2012, I was contacted by my caseworker Mary Stammen, about A-Step, I did not know what it was so Mary told me it was a transitional program for people with disabilities. After reviewing the materials, that were sent to me from The Offices of the North Dakota Center for Persons with Disabilities, I knew that this was the right fit.

So in the fall, after graduation, I was brought to Minot where I was settled in, and during my first few months, I learned and acquired experience with support from various teachers, supervisors, case workers, and mentors and other classmates.

A-Step employs mentors to accompany their students to the classes, to observe, make sure that they are focused on coursework, and getting through without problems. They also are to be your friends and help you blend in with the environment of a post-secondary environment.

I admit that I learned and experienced a lot of new stuff such as independent living skills, work skills such as being able to develop an exceptional attendance record at classes and to this day at my current jobs, develop friendships with many students who were from multiple US states and overseas countries, most of whom I continue to this day, and being able to develop a suitable work and social ethic.

I also admit that as my time at A-Step in Minot was positive, I admit that I did make mistakes that I admit were wrong, but with their help and support, I was able to learn from my mistakes, and keep moving forward and not going back to the past.

After doing 2 more semesters, one that was in Minot and my final semester that was online back home in Northwood, I graduated from Minot State/DCB-Bottineau in the class of May 2015 with a 2 year reception services certificate.

Since completing A-Step in May 2014 and graduating from Minot in the Class of May 2015, I have been working current jobs, at a Hotel in Grand Forks since 2016, assisting my Dad Charles with farm work from time to time, and also at Harbor Freight in Grand Forks.

Thanks to A-Step, I have developed a stronger work ethic at my jobs, developing a more deeper strength to learn on the job and take responsibility. For transitioning from High school life to the adult life, I do believe that A-Step can be THE NEXT STEP for First stage adult life transitioning. Thank you.

In the fall of 2018, I got accepted into the Minneapolis College of Art and Design (MCAD), one of the Nation's top Art Schools for graphic design. I didn't fully understand how to access services to support my needs academically. My Autism got the better of me, and I had to drop out during the second semester of 2019. I applied to the ASTEP program last summer, and I got accepted for the 20-21 school year.

At ASTEP, I am supported by notetakers, so I don't miss important information during the professors' lectures. Peer mentors help me with homework, understanding assignments. They help me break down projects, so I don't get overwhelmed. I also have supports to help me in scheduling, making sure that I keep on track and don't get behind in my schoolwork, as my autism affects how I understand time and scheduling.

I also am an intern with the Minot State Athletics Marketing Department. I am learning how to make social media posts and also how to run promotions during sporting events. I even helped with finding entrance songs for Minot State players.

We do weekly hangouts via zoom, where mentors and ASTEP students check-in and play games to build social skills. ASTEP has helped me be healthier through my wellness class, where we learn how to exercise and eat healthy. I also have support in helping me keep my dorm room clean and organized.

ASTEP is an essential part of college life for me. I managed to get A's and B's at the end of my first semester, and I am on track to that again this semester. With the help of ASTEP, I am on my way to earn a degree in Graphic Design.

Radek Dvorak

Rdvrk.rk@gmail.com

SB 2269
House Education Committee
Rep. Mark Owens, Chairman
3.17.21

Chairman Owen and Members of the Committee:

I am here today to ask for a “do pass” on SB 2269. The bill creates a partnership between our public schools and our post-secondary institutions to assist young adults with intellectual and/or developmental disabilities to forge a robust transition plan, which includes access to college.

While I serve as the executive director for Designer Genes of North Dakota, a Down syndrome association, I am here today to speak to you as parent of a young adult who lives with Down syndrome and who is currently attending college and has been since 2018. When she was born in 1999, there were few resources to support individuals with cognitive disabilities to attend college. Today, there are 301 colleges who identify as having supports for students with intellectual disability. (<https://thinkcollege.net/college-search>).

For decades, individuals with intellectual disabilities were raised and remained living in institutions. This led to severe deprivation in the areas of learning, exposure to real life experiences, and social interactions. The general society was also deprived of living and learning from individuals with intellectual disabilities as well. These two truths led to a number of societal myths that exist today. These myths impact the expectations that we have and continue to limit the experiences that are open to individuals with intellectual disabilities. I raise this point because my daughter has challenged the myths and biases that I have myself about what she can do in her life. Mostly, her response is “I’ve got this mom”. Debunking another myth, today people with Down syndrome are going to college. In fact, the Ruby’s Rainbow scholarship program has awarded scholarships to 306 individuals with Down syndrome since 2012. (<https://rubysrainbow.org/wp-content/uploads/Rubys-Impact-Report-2019.pdf>).

Investments in prevention and mitigation are critical for you to consider. My belief is that every inclusive experience that Elizabeth has been involved in has minimized the footprint and cost of public supports that she might have needed without those experiences. Her college experience is most certainly one of the most robust opportunities that she has had. She has to independently juggle her schedule, find her way to the Beaver Hockey games, responsibly handle her money, keep track of her “stuff”, negotiate friendships and relationships, and hold down an employment experience. She is learning how to prioritize the homework and assignments as well as to advocate for the needed supports in the classes that can help her stay successful.

Why are we making this investment in time and money for Elizabeth to go to college?

Bottomline is we want her to have the best possible chance of finding work that she loves and that will sustain her well-rehearsed ability to order every meal through DoorDash! Seriously, her vision for herself is to live an independent life and we see this as an investment in moving the needle on quality. We hope that she can break down the glass ceiling of poverty that so many with intellectual disabilities have been forced to live beneath. From data collected by Think College, “most students enrolled in supportive college programs, who exited (n = 290; 75%) either had a paid job (at exit or within 90 days), were participating in unpaid career development activities, had transferred to another postsecondary education program, or were doing a combination of these activities at exit.” (<https://thinkcollege.net/resource/program-evaluation-student-outcomes/annual-report-of-the-tpsid-model-demonstration-projects>). We are more interested in these statistics, than the statistics from the National Snapshot of Adults with Intellectual Disabilities in the Labor Force (<https://www.specialolympics.org/our-work/research/national-snapshot-of-adults-with-intellectual-disabilities-in-the-labor-force>) that show that only 34% of people ages 21 – 64 with intellectual disabilities are employed.

The allowances in this bill would have been beneficial to Elizabeth and indeed we discussed this as an option during transition planning within her IEP. Our school district was willing to continue her IEP, but only if she remained in Bismarck. At the time, we did not push further to see how post-secondary opportunities locally could have been woven into a continuing IEP and the options we were offered did not meet the challenging goals she had for herself. Elizabeth wanted to go to college like her friends and was set on attending Minot State University so she made the decision to officially graduate.

From Day 1, Elizabeth has stretched herself. When told that she was supposed to audit her classes, she demanded to be allowed to take them for credit. When advised that maybe some kind of public relations/hospitality coursework would be good, she advocated to work with young children. When her first roommate moved out, she found a new one who is now a lifelong friend. Thinking she wasn’t busy enough; she took herself over to cheerleading tryouts and called to say she was cheering for the Beavers.

Youth with intellectual disabilities should have the same options as their peers who don’t have disabilities. SB 2269 helps to create equity for students who have potential and just need a different set of supports to help them fulfill their dreams.

Thank you for your time and I’ll take any questions you might have.

Roxane Romanick
701.391.7421
Bismarck, ND

SB 2269

House Education Committee

Rep. Mark Owens, Chairman

3.17.21

Chair Owens and Members of the Committee:

My name is Elizabeth Romanick and I want you to give SB 2269 a “do pass”. I am 21 years old and I live on the Minot State campus in Lura Manor. I am working on my associates’ degree from Dakota College of Bottineau to be an Early Childhood Paraprofessional. I get support from the Minot State ASTEP program.

Here’s what I’ve learned by going to college. I learned to be more independent and to be more responsible in adulthood. I learned that I am more capable of being myself and also caring for other people. I really like to go to the Beaver Women’s Basketball games, to the Men’s Hockey games, and wrestling. I like taking care of myself and I don’t have to have my mom yell at me anymore.

Part of being involved with ASTEP is to have a job or a work experience. Right now, I will be doing some field work with Magic City Daycare and an internship with Minot State’s Residence Housing Association and Student Government. My resume is very impressive and I have worked since I was 15.

This bill won’t help me anymore because I’m 21 and graduated from Century High School, but it might help some of my friends who also want to go to college.

Thank you for your time and I’d be willing to answer any questions.

Elizabeth Romanick

2021 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

SB 2269
3/22/2021

Relating to a postsecondary transitional grant program
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Chairman Owens opened the meeting for committee work at 2:50 PM. Roll call: Reps. Owens, Schreiber-Beck, Hauck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg and Hager present.

Discussion Topics:

- ASTEP transitional funding
- Contracted students with MSU

Adam Tescher, Asst. Director, School Finance, DPI, question clarification

Rep. Pyle moved a **Do Pass** and **Rereferred to Appropriations**, seconded by **Rep. Heinert**

Rep. Pyle withdrew her motion

Rep. Zubke moved Amendment 21.0923.02001, seconded by **Rep. Pyle**.

Voice Vote Motion carried

Rep. Pyle moved a **Do Pass as Amended** and **Referred to Appropriations**, seconded by **Rep. Hager**

Roll Call Vote:

Representatives	Vote
Representative Mark S. Owens	Y
Representative Cynthia Schreiber-Beck	Y
Representative Ron Guggisberg	Y
Representative LaurieBeth Hager	Y
Representative Dori Hauck	Y
Representative Pat D. Heinert	Y
Representative Jeff A. Hoverson	Y
Representative Dennis Johnson	Y
Representative Mary Johnson	AB
Representative Donald Longmuir	Y
Representative Andrew Marschall	N
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Denton Zubke	Y

Motion carried 12-1-1 Rep. Zubke is carrier

Chairman Owens closed the meeting at 3:05 PM.

Bev Monroe, Committee Clerk

95
3/22/21

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2269

Page 1, line 7, after "provide" insert "integrated formula"

Page 1, line 9, after "state" insert "at the rate provided under section 15.1-27-04.1"

Page 1, line 11, replace "twenty-one" with "twenty-two"

Page 1, line 11, after "graduated" insert "from a public"

Page 1, line 11, after "school" insert "in the state"

Page 1, line 12, after the underscored period insert "By June thirtieth of each year,
postsecondary transitional programs shall submit to the superintendent of public
instruction for the reimbursement of eligible students enrolled in the program."

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2269, as engrossed: Education Committee (Rep. Owens, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (12 YEAS, 1 NAY, 1 ABSENT AND NOT VOTING). Engrossed SB 2269 was placed on the Sixth order on the calendar.

Page 1, line 7, after "provide" insert "integrated formula"

Page 1, line 9, after "state" insert "at the rate provided under section 15.1-27-04.1"

Page 1, line 11, replace "twenty-one" with "twenty-two"

Page 1, line 11, after "graduated" insert "from a public"

Page 1, line 11, after "school" insert "in the state"

Page 1, line 12, after the underscored period insert "By June thirtieth of each year, postsecondary transitional programs shall submit to the superintendent of public instruction for the reimbursement of eligible students enrolled in the program."

Renumber accordingly

2021 HOUSE APPROPRIATIONS

SB 2269

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2269
3/29/2021

House Appropriations Committee - Education and Environment

A BILL for an Act to create and enact a new section to chapter 15.1-27 of the North Dakota Century Code, relating to school district payments to postsecondary transitional programs for students on individualized education programs; and to amend and reenact section 15.1-27-03.1 of the North Dakota Century Code, relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chairman David Monson called the meeting to order at 9:00 a.m.

Representative	Present	Absent
Chairman Monson	P	
Vice Chairman Schmidt	P	
Representative Martinson	P	
Representative Nathe	P	
Representative Sanford	P	
Representative Schatz	P	
Representative Boe	P	

Discussion Topics:

- Minot State University

Representative Owens (9:01 a.m.) explained the bill.

Adam Tescher (9:07 a.m.) testified in favor.

Brent Winiger (9:19 a.m.) testified in favor.

Dr. Steven Shirley (9:23 a.m.) testified in favor.

Amy Armstrong (9:24 a.m.) testified in favor.

Chairman David Monson adjourned the meeting at 9:35 a.m.

Klarissa Pudwill, Committee Clerk

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2269
3/30/2021

House Appropriations Committee - Education and Environment

A BILL for an Act to create and enact a new section to chapter 15.1-27 of the North Dakota Century Code, relating to school district payments to postsecondary transitional programs for students on individualized education programs; and to amend and reenact section 15.1-27-03.1 of the North Dakota Century Code, relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chairman David Monson called the meeting to order at 9:22 a.m.

Representative	Present	Absent
Chairman Monson	P	
Vice Chairman Schmidt	P	
Representative Martinson	P	
Representative Nathe	P	
Representative Sanford	P	
Representative Schatz	P	
Representative Boe	P	

Discussion Topics:

- Committee work

Senator Poolman (9:22 a.m.) explained the bill.

Lori Garnes (9:41 a.m.) testified neutrally.

Dr. Steven Shirley (9:43 a.m.) testified neutrally.

Representative Mark Sanford moved Do Pass

Vice Chairman Jim Schmidt seconded

Roll Call Vote taken:

Representative	Yea	Nay	Absent
Chairman Monson	X		
Vice Chairman Schmidt	X		
Representative Martinson	X		
Representative Nathe	X		
Representative Sanford	X		
Representative Schatz	X		
Representative Boe	X		

Motion Carried: 7-0-0

Chairman David Monson adjourned the meeting at 9:44 a.m.
Klarissa Pudwill, Committee Clerk

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

SB 2269
3/31/2021

Relating to a postsecondary transitional grant program.

4:01 Chairman Delzer- Opened the meeting for SB 2269

Attendance	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	P
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	A
Representative Mike Brandenburg	A
Representative Michael Howe	P
Representative Gary Kreidt	P
Representative Bob Martinson	P
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	P
Representative Jon O. Nelson	P
Representative Mark Sanford	P
Representative Mike Schatz	A
Representative Jim Schmidt	A
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigesaa	P

Discussion Topics:

- Job Training for Transitioning Adults with disabilities
- Minot State
- Pupils age for DPI funding allocation
- Amendment in HB 1013

4:01 Representative Monson – Introduces the bill and its purpose

4:22 Chairman Delzer- Closes the meeting for SB 2269

Risa Berube,

House Appropriations Committee Clerk

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2269

4/1/2021

House Appropriations Committee - Education and Environment

A BILL for an Act to create and enact a new section to chapter 15.1-27 of the North Dakota Century Code, relating to school district payments to postsecondary transitional programs for students on individualized education programs; and to amend and reenact section 15.1-27-03.1 of the North Dakota Century Code, relating to the addition of students on individualized education programs enrolled in postsecondary transitional programs to the weighted average daily membership calculation.

Chairman David Monson called the meeting to order at 10:55 a.m.

Representative	Present	Absent
Chairman Monson	P	
Vice Chairman Schmidt	P	
Representative Martinson	P	
Representative Nathe	P	
Representative Sanford	P	
Representative Schatz	P	
Representative Boe	P	

Discussion Topics:

- Committee work

Chairman David Monson adjourned the meeting at 10:57 a.m.

Klarissa Pudwill, Committee Clerk

2021 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

SB 2269
4/1/2021

Relating to a postsecondary transitional grant program.

3:50 Chairman Delzer- Opened the meeting for SB 2269

Attendance	P/A
Representative Jeff Delzer	P
Representative Keith Kempenich	P
Representative Bert Anderson	P
Representative Larry Bellew	P
Representative Tracy Boe	A
Representative Mike Brandenburg	P
Representative Michael Howe	P
Representative Gary Kreidt	P
Representative Bob Martinson	P
Representative Lisa Meier	P
Representative Alisa Mitskog	P
Representative Corey Mock	P
Representative David Monson	P
Representative Mike Nathe	P
Representative Jon O. Nelson	P
Representative Mark Sanford	P
Representative Mike Schatz	A
Representative Jim Schmidt	P
Representative Randy A. Schobinger	P
Representative Michelle Strinden	P
Representative Don Vigesaa	P

Discussion Topics:

- Fiscal Note
- 20 Kids Maximum

3:51 Representative Monson- Explains the new fiscal note

3:58 Representative Monson Makes a motion for a Do Pass

Representative Sanford Second

Further discussion

4:02 Roll Call Vote was Taken;

Representatives	Vote
Representative Jeff Delzer	N
Representative Keith Kempenich	Y
Representative Bert Anderson	Y
Representative Larry Bellew	N
Representative Tracy Boe	Y
Representative Mike Brandenburg	Y
Representative Michael Howe	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative Corey Mock	Y
Representative David Monson	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Mark Sanford	Y
Representative Mike Schatz	Y
Representative Jim Schmidt	Y
Representative Randy A. Schobinger	Y
Representative Michelle Strinden	Y
Representative Don Vigesaa	Y

Motion Carries 19-2-0 Representative Zubke will carry the bill

Additional written testimony: No Additional Testimony

4:03 Chairman Delzer- Closes the meeting for SB 2269

Risa Berube,

House Appropriations Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2269, as engrossed and amended: Appropriations Committee (Rep. Delzer, Chairman) recommends **DO PASS** (19 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2269, as amended, was placed on the Fourteenth order on the calendar.