2009 HOUSE APPROPRIATIONS

HB 1013

The motion passed by a roll call vote of 24 yeas, 0 nays and 1 absent and not voting.

Chm. Svedjan moved on to the amendments for HB 1013 (See Attachment A).

Rep. Skarphol moved amendment 98014.0101 to HB 1013. Rep. Klein seconded the motion. The motion passed by a roll call vote of 23 ayes, 1 nay and 1 absent and not voting.

Chm. Svedjan moved on to another set of amendments for HB 1013 (See Attachment A) which removes the continuing appropriation language that is contained in HB 1013 relating to the property tax proposal, $300 million.

Rep. Wald moved the adoption of the amendment .0102 to HB 1013. Rep. Berg seconded the motion.

Chm. Svedjan reminded the Committee that SB 2199 is the bill in the Senate.

Rep. Hawken: Is the bill in the Senate the same as in this bill?

Chm. Svedjan: the bill in the Senate will undertake the issue of how to handle the money in that bill.

Rep. Hawken: So it's not the same?

Chm. Svedjan: I can't say that it's the same or different at this point. This amendment removes the language from this bill.

Rep. Skarphol: Actually, the property tax levy was in the previous amendment. This amendment is to remove the pre-kindergarten funding. If you look at .0101 in the statement of purpose of amendment, the very last part of it is "mill levy reduction grants to school districts.

Chm. Svedjan: That is correct. Thank you for that clarification. I had that reversed. Does that change anything for any of you on the action that was taken on 1013?

Rep. Hawken: I would like to change my vote.

Chm. Svedjan: Do I need to take a different vote on this? We'd have to move to reconsider our actions.

Rep. Berg: If I understand what we're doing here, we're not eliminating any of these. We are just replacing them with a standalone bill.

Chm. Svedjan: right. But in the continuing appropriation bill that does not have a new bill attached to it. That just removes the language out of 1013. And in SB 2199 is the bill for that proposal and the understanding I have is that the how the funds will be handled will be addressed in that bill. It's currently not in the Senate bill. They want to marry the two. Depending upon how the funding should be best handled.

Rep. Kaldor: It seems to me that while the intent is noble, that these policy issues be discussed in policy committees, I think this will be a cumbersome thing to track. We're voting on several amendments that are removing provisions from the Governor's budget that are intended to be in the Governor's budget. They are policy issues, granted, but

there will be the opportunity for full hearing in our committees. If we're going to make sure that everything is done exactly the way we want it done, or that these provisions are put into a bill in a way that we all understand they basically replace what is here, we end up having a lot more tracking to do. I would like to have seen the corresponding legislation to accomplish these goals.

Chm. Svedjan: Those bills are printed. The sponsors will sign them today. That doesn't help you.

Rep. Kaldor: I appreciate that and it's not that I don't trust you.

Chm. Svedjan: If all this were left in the bills we're talking about here, all those bills only come to the Appropriations Committee. The feeling was that there are sufficient policy implications that the policy questions should be reviewed and there should be policy recommendation coming out of policy committees. I would take a motion to reconsider our action on .0101.

Rep. Kreidt moved to reconsider amendment .0101 to HB 1013. Rep. Thoreson seconded the motion.

Rep. Berg: We're going down a trail that could be very confusing. I think having a standalone bill for these instances would be the way to go. I think the Committee is being asked to vote on something without seeing those bills. From my perspective, I'd like to either do what was suggested so the drafting can be done with the condition that if we don't have bills that perfectly mirror this, I'll be the first to reconsider the motion. I

would suggest that rather than going through each bill like this, if we could have the bills drafted and have the assurance that when we see the final bill drafts that they are what they are and if they're not we could reconsider. Or, I would suggest that we might want to wait until these bills are drafted so that what is being taken out is in the hopper somewhere. Maybe one of those options would be an alternative. I would resist reconsidering our last vote.

Chm. Svedjan: Council, is there anything you would like to add to this discussion? To my knowledge everything does mirror what we're saying here.

Allen Knudson, Legislative Council: No. We've prepared all the bills and incorporated these sections into those bills. It's my understanding that those bills are going to be introduced today at the request of the four leaders.

Rep. Delzer: I think we should proceed. The bills will have to be introduced today. The opportunity to reconsider the actions is here tomorrow. Just because they're going through policy committee, they'll still be in front of us in the end.

Rep. Kempenich: The property tax bill last session started out as prefiled bills and it was one of the last bills we voted on. When we vote on the final version, it probably won't be the same as this anyway. I think we should move ahead.

Chm. Svedjan: We have the motion for reconsideration.

Chm. Svedjan took a voice vote and the outcome was uncertain. A roll call vote was taken and the motion carried by a vote of 16 ayes, 7 nays and 2 absent and not voting.

Rep. Berg: Would it be possible for Council to present the bill draft, the amendment quickly so that we can do them all at once?

Chm. Svedjan: I've asked Carlson to come back down and have the bills with him.

Rep. Berg: At this point we voted to not, I'm assuming, adopt the amendment for this last bill because we reconsidered our motion and our motion was to have the amendments done.

Chm. Svedjan: We reconsidered our action to adopt the amendment.

Rep. Berg: So it's not adopted, so it's before us. My assumption is that the majority of the Committee doesn't want to adopt it.

Rep. Skarphol moved amendment .0101 to HB 1013 to give people the opportunity to vote on whether or not they want to support the mill levy reduction grants.

Rep. Wald seconded the motion.

Rep. Kaldor: I resist the motion to adopt amendment 98014.0101. I would appreciate being able to see the bill.

The motion to adopt amendment .0101 carried by a roll call vote of 19 ayes, 3 nays and 3 absent and not voting.

Rep. Carlson returned to the hearing.

Chm. Svedjan explained to Rep. Carlson that there have been legitimate concerns from the committee that the bills drafted relative to these amendments mirror what . . .

Rep. Carlson: I'll get the bills and Council can go over them. They drafted them directly out of the appropriations bills.

Chm. Svedjan: We will proceed with the understanding that we would reconsider any of these if you find anything not to be in accord with what was just stated.

Chm. Svedjan moved on to amendment .0102 to HB 1013. He directed the Committee to the footnote on p. 2 of the amendment. This is another one that we felt should be debated. It's a new program. It's a policy question.

Rep. Berg moved to adopt .01023 to HB 1013. Rep. Wieland seconded the motion. The motion carried by a roll call vote of 18 ayes, 1 nay and 6 absent and not voting.

The Committee took up amendment .0101 to HB 1015 relating to contingent borrowing authority for the Centers of Excellence Commission, transfers and expenditures of the budget stabilization fund, and deposits in the permanent oil tax trust fund.

Rep. Delzer moved the adoption of amendment .0101 to HB 1015. Rep. Berg seconded the motion. The motion carried by a roll call vote of 18 ayes, 0 nays and 7 absent and not voting.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: January 20, 2009

Recorder Job Number: 7279, 7373, 7458

Committee Clerk Signature Shirley Brenning

Minutes:

Part 1, Job # 7279

Chairman Skarphol: The meeting was called to order on HB 1013 with roll call of the committee and by introducing **Bonnie Miller, Fiscal director for DPI.**

Miller: We have distributed a revised agenda with spread sheets that will be addressed, see attachment # 21. She stated that they will start with pass through grants and introduced Jon **Martinson, School Boards Association and Director of the Atlantik-Brucke Teacher Exchange.**

Jon Martinson: Gave testimony regarding the Teacher Exchange Program. See attachment # 1.

Chairman Skarphol: This is in the Governor's budget; the $50,000 is it not?

Martinson: It is not.

Miller: I would refer you to P. 31 of attachment # 21 and attachment # 2. That spreadsheet shows what each of these entities was requested. Three entities have requested funds in that base budget. They are noted at the bottom as contingency funding. The Education Standards and Practices Board (ESPB) is one of them.

Janet Welk, Executive Director of the Education Standards and Practices Board: See attachment #3, testifying in favor of HB 1013. Requesting an additional $7,500 to pay back stipends, noted on addendum #1 P.P. # 1-2. A change on line 4, P. 2 is requested in the amount of $102,500.00. A revised proposal to the Mentorship Program is included in attachment # 3.

Rep. Wald: I note on the optional request, Footnote # 2, is there money in SB 2013 for this fund?

Welk: I'd have to check.

Rep Hawken: What happened to the, Senate Bill, what happened .....?

Welk: There was some confusion last time on what the original National Board Teachers would be paid. After the Attorney General's opinion it was decided that everyone would receive $1,000 that would increase this by $11,000. I think as we have teachers becoming National Board Certified, I will always be asking for catch-up-dollars.

Marilyn Weiser, Coordinator for the Geographic Alliance, Housed at Minot State University: See attachment #s 4 and 4a requesting $226,000.00. National Geographic has been at this for some time and funding is partially by a national endowment.

Rep. Hawken: If we provided these funds this time, it is a onetime funding, and there is no request for an FTE to run it, or anything. This would just be ongoing to build geography in North Dakota.

Weiser: Yes.

Chairman Skarphol: You do need the full $226,000 in order to make this work.

Weiser: It would guarantee the matching funds.

Chairman Skarphol: With the $125, would you be able to receive the million?

Weiser: No

Rep. Klein: They would not ... the $226,000 if you were to receive that? One time again .

Weiser: That is correct.

Rep. Onstad: Once it is created has been a summer workshop program for teachers with materials that they can use in the classroom.

Weiser: Yes. Introducing the Geography Teacher of the year and several students who are prepared to speak.

Phil Murphy, Teacher, MayPort CG: Testifying in favor of the North Dakota Geographic Alliance, see attachment # 5.

Rep. Wald: Do you think that DPI is slighting curriculum in geography?

Murphy: I could not make that judgement. The emphasis in the educational system hasn't been there, nationwide.

Rep. Wald: I work in an office and most are uninformed on geography..

Murphy: Rep. Wald, I like you. Laughter. That's our situation. This money really get's it moving around the state.

Rep. Klein: How long have you been teaching?

Murphy: Over 30 years.

Rep. Williams: I think you are unique to like Frank. Laughter

Chairman Skarphol: At Citizen's night I spoke to Rep. Wald's granddaughter and asked her what she likes best about school. She said lunch and she likes geography so she can keep up with where her grandfather goes all the time.

Murphy: It's fun to learn about it and we have students who want to speak about it.

Rep. Onstad: Is it strictly a geography class, North Dakota Studies?

Murphy: I get to teach a one semester elective geography emphasis. I am only 1 of 5 in class B that gets to do that.

Rep. Onstad: How many teachers can actually say that they actually have this curriculum?

Murphy: It intertwines with history, economics and all of those subjects in social studies so that's what we have to do to teach it at this point.

Andrew Craft, Sixth Grader at Will-Moore Elementary school. Testifies in favor of the importance of geography. He won his school's Geography Bee and feels very strongly of the subject of geography. It is the people, the climate, the culture, it's everything. He says it is tough for teachers to teach it because kids don't want to learn. In order to learn what is being taught to use, teachers need the resources.

Cholpon Ramizova, Junior at Bismarck High School: She came to this country when she was 8 years old. Geography is knowing why things work the way they do, why the world is the way it is. Geography in schools can abolish intolerance and ignorance.

Lonnie Hass, Governor's School Director: Testified in favor of HB 1013, see attachment #s 6 , 6a, and 6b. On page 31 of attachment # 21 can be found the Governor's purposed increase and those we asked for. Funding is requested to put together a course in English Studies to be held at NDSU. The benefits are shown by former students who have high achievements.

Rep. Klein: This is a program for outstanding students. How are they chosen?

Hass: They are nominated by the school and they fill out an application packet, showing their credentials, tests scores, classroom work, writing ability, recommendations from their teachers, etc.

Rep. Klein: How many can you handle every year?

Hass: We have room for up to 80. With the new program it will be 100. We are pushing for sophomores and juniors so they have time in high school.

Chairman Skarphol: You propose to change this, how?

Hass: We are proposing to change it from the offerings of math, science, arts a business/computer science, to include a fifth study, which would be English studies. We want to come up with a program that would compliment .... Creative writing is a component in computer classes and other different areas.

Nicolas Leingang, Senior at Mandan High School: Describes the project he was in and traveled to Moorhead State. We know very few college students or other students who have had the opportunities I had this summer. It prepares you in a way that very few programs can prepare students because you really get what it is going to be like once you attend college in the fall.

Rep. Williams: What do you plan on pursuing in college?

Leingang: I'm planning a double major in Spanish and philosophy, premed and then going on to med school after that and then I either would like to be an oncologist or do Doctors Without Borders.

Rep. Onstad Where did you hear about the program?

Leingang: Our chemistry teacher told us about it in class, and a kid from our school attended one year prior. No one who's ever been to Gov School has had a bad word to say about it.

Brittany Koon, Senior at Mandan High School: This summer Nick and I attended Gov School, I worked under Dr. Peggy (Inaudible).....We learned how to write a scientific paper and presented our research at the end. (Demonstrated project with a poster.) Aside from the intellectual side of Governor's School we got to experience the university setting. We had

people from all of the different people from a variety of schools, a variety of people like artists, performers, scientists. We had to learn how to balance social interaction. We put together a Gov. School yearbook. I learned about it a few years prior. Today is about furthering Gov's School and help more students take a part in this.

Hass: Closing statements included the importance of the program.

Rep. Wald: Have you thought to incorporate geography?

Hass: If I could find a coordinator, I would consider it in a heartbeat.

Jim Stenehjem, Executive Director of the North Dakota Leaders: Provided testimony and distributed attachment # 7.

Rep. Williams: Is this in the Governor's budget?

Stenehjem: Yes.

Rep. Kroeber: How closely is the LEAD group tied in with the mentoring program?

Stenehjem: When you have a mentoring program you have to have administrators and leaders know what is happening. I don't believe we are tied in directly with their funding but there will be a place where we need to be a part of that.

Rep. Kroeber: LEAD is a good program.

Matt Wallace, Director of the North Dakota Museum of Arts Rural Schools Initiative Program: Provided testimony and distributed attachment # 8. The museums intent is traveling exhibitions. *Marking the Land*, an exhibition of folk art, is currently traveling. Lesson plans that are standardized by DPI are available for each of the exhibits. Reimbursements are available for schools that wish to participate, for space, busses, substitute teachers, etc. There has been a cost increase, we rent from state fleets. Demand for the program is high right now.

We wish to expand and have a ceramic artist. Many parts of North Dakota have hosted tours of the exhibitions.

Rep. Hawken: Have you thought about working with the educational component on the Plains Arts Museum?

Wallace: They are two separate programs.

Rep. Hawken: Is there any reason why it has to be?

Wallace: We try to make this a community event. We try to be very portable as to the exhibitions that we bring, belong to the museum or are on loan

Rep. Hawken: Why can't they be the same? We are talking about a more active, I am questioning why that wouldn't be a good spot for the bill we heard yesterday for funding?

Chairman Skarphol: I think you need to have a conversation with the Plains Art Museum and see if you could complement each other in the work you do. One of the concerns is the cost of shipping their product to a display. If you are making the trip, you could save them the cost and we could create some efficiency that would work in the best interests of both of you.

Marty Oderman-Gardner, President of the North Dakota Teacher Center Network: She distributed attachment # 9. Page 3 has the president of NDTCN letter. Page 5 explains services, in a chart graph. REAs are working with the teacher centers. Costs are split and duties are shared to assure teacher development. We are working with universities to assure quality teacher development. P. 7-9 describes what is happening in Teacher Centers across North Dakota. Funding of $360,000 is asked. This is above the Governor's recommendation.

Rep. Onstad: Membership is school districts themselves. Is that prorated by how many teachers they have?

Oderman-Gardner: Every teacher center does it differently but most are prorated, about $5.00 per teacher to join.

Dr. Robert Kibler, Director of Northern Plains Writing Project: He distributed attachment # 10. This is for summer institutes for teachers teaching teachers to build a network of teachers. More funding is needed to do the work because some previous programs have been cut due to lack of funding.

Rep. Kroeber There are no matching funds. How do you match the dollars?

Kibler: We match those dollars by seeking contributions from others. We charge funds for some of the workshops we run, and that money goes toward a match. We have one to one match each year.

Chairman Skarphol: Have you been able to match whatever federal funds were available?

Kibler: Yes we have. However, each site has the possibility of getting additional $11,000.00 in getting a rural sites project grant.

Bob Marthaller, Director of Special projects and School Organizations: He distributed attachment # 11, North Dakota Studies. On page 3 we discuss membership fees that the board has set. The last legislative session did grant $395,000, the actual funding request is $445,000.

Joe Morrissettee, OMB Analyst: This is pass through funds, appearing for the first time in the Governor's budget..

Bev Pearson, Education Services Coordinator for the North Central Council of School Television and Manager at Prairie Public Broadcasting: She distributed attachment # 12. The North Central Council of School Television put the Prairie Public Broadcasting Station on

the map. She supports their request for funds for their continued needs as well as the $50,000.00 increase. There is a movement to help with online teacher courses. North Dakota websites is just a baby site, there is nothing in it. The testimony includes, on the last page, a breakdown of the spending.

Steve Swiontek, Board Member North Central Council for School Television and Superintendant of Devils Lake Public Schools: He distributed attachment # 13 and spoke in favor of funding for the North Central Council for School Television websites.

Rep. Onstad: That particular development of the textbook, that OK or....

Swiontek: I thought this came out pretty good. It will enhance the learning for students.

Miller: She referred to attachment # 2, the budget spreadsheet on the Governor's Commission on Education Improvement.

Chairman Skarphol: Called for a 10 minute break and move the School for the Deaf up and that will give them a chance to get back.

Ten Minute Break (93.31- 104:48)

Dennis J Fogelson, Superintendent School for the Deaf: He distributed attachment # 14 Introduced the **Outreach Coordinator, Carol Lybeck** to give information regarding our programs.

Carol Lybeck: Described the program at the School for the Deaf. She shared letters from families, see attachments # 14, 14a, 14b, 14c, and 14d.

Rep. Onstad: Are services available or mandated by North Dakota for new borne?

Lybeck: There is no mandate in North Dakota but we are still seeing 4th -5th graders with hearing loss. The hope is to catch them when they are younger so they can get the language they need to get them on the proper developmental scale.

Rep. Onstad: What percent are we missing?

Lybeck: Once they are screened, they get a call back. The rate of screening is very good right now.

Chairman Skarphol: Have you had any discussion about what you would envision for the future is for the School for the Deaf?

Lybeck: We have had discussion and need further information. We do have a vision of what we would like it to be.

Rep. Johnson, District 15: Spoke in support for constituents in his district. He is pleased with services they are able to provide. The $100,000 for the ongoing interim study would be positive.

Michael Loff, Business Manager for the School for the Deaf: He referred to P.2 of attachment #14 and attachment 14a, and the spreadsheet on P. 2. He stated that PP. 11-13 of attachment #14 highlights the budget overview. See attachment 14a spread sheet P.3 for staff history, P. 5 is a chart of statistics on numbers of persons served. A common question is what the cost per student is and it has been ranging about $7,500.00 to $8,000.00 per student.

Rep. Williams: The Interim Committee visited the school this summer, the line under Capital Assists says $1.6M was requested to remodel the Trades building. What is that used for?

Fogelson: Some of it is leased to a Martial Arts Program, receiving some income from that lease. On the 1st floor there is a heritage center and a carpentry shop that our maintenance people still use. It is a travesty not to get that building fixed up. He refers to letters, attachments 14b and 14c in support of maintaining the building. There was no money appropriated in the Governor's budget, so if we were to get the money it would have to come from the Legislature.

Rep. Williams: Is it currently not used? It isn't a functional part of your program other than the carpentry shop. The idea was to spend this money to remodel it for rent out income.

Chairman Skarphol: Rep. Johnson spoke of a bill to support a master facilities plan, apparently there is some money in your facilities plan for that.

Fogelson: The cost to do a master facilities plan is $80,000.00 to $100,00.00. The Governor's budget took out $41,000.00 of capital asset line and transferred that to our capital asset line. We had requested about $48,000.00 to tear down the old infirmary. That amount went into the facilities plan.

Chairman Skarphol: Does the building that you propose to tear down have asbestos problems?

Fogelson: Some, mostly mold.

Chairman Skarphol: Do you have other asbestos problems?

Fogelson: There is some in the ceiling of the gymnasium.

Chairman Skarphol: And that has not been encapsulated or anything?

Rep. Williams: On our tour there were several projects that need a master type of oversight plan for facilities. I believe, that is where this came into your budget. I don't know of another state agency that has a master plan.

Fogelson: Another agency got one for about $85,000.00 The Higher Ed Facilities plan shows that our facilities are in pretty good shape.

Rep. Williams: The $41,000.00 will be adequate will probably be adequate to do a facilities study.

Chairman Skarphol: The space in the buildings you would like to rent, have you had any discussion about the amount of space these entities would need versus what you would have renovated for the $1.6M? Would it be used?

Fogelson: Child services would use the whole first floor.

Chairman Skarphol: Is there a deadline to get that done?

Fogelson: They are leasing the old Elks building for two years,

Chairman Skarphol: You're satisfied the $8.00 per square foot figure is adequate?

Fogelson: For Devils Lake, 8-9 dollars is pretty standard.

Morrissette: The architect thought $41,000.00 is a good number.

Fogelson: Finishing up with optional on p. 13, he continues with the Virtual School plan, see attachment # 14d. Many opportunities exist nationally and internationally. If you need a more detailed business plan, one can be developed in a few hours.

Chairman Skarphol: The virtual school in Houston, Minnesota is not a school for the deaf. In your business plan, the Governor's recommendation has the $25,000.00 set aside for, I am assuming you would incorporate into that some type of communication with our ITD department to try to find out if there is any expertise out there to help you develop this in the event you move forward.

Fogelson: There are technologies going on right now in North Dakota that we can tap into and coordinate with our program. Theoretically it could be expanded to any population.

Chairman Skarphol: A virtual school could be for all types of individuals.

Fogelson: All curricular areas are not covered because we don't have enough teachers. Almost anything can be done with a computer but we have to have someone who can sign to the child. We had planned to take one FTE and move it into outreach, but we also requested

an additional outreach staff. The adult services in North Dakota needs to be done and we don't have the staff to follow through with all of that.

Rep. Kroeber: Where do you have the need for the outreach services?

Fogelson: We possibly could locate one in Devils Lake.

Lybeck: Statewide versus a regional, adult services needs our attention. Group home settings will be requesting help. We want for all of our kids to be successful. It will be statewide.

Rep. Kroeber: The increase of .83 FTE, do you have someone who would move into that?

Lybeck: There is an open position that could be moved to part time and wants to return to more full time.

Fogelson: Closed this portion of the testimony.

Break for lunch, to return at 2:30

Resume Hearing on HB 1003, Department of Public Instruction. Job # 7373

Carmen Grove-Suminski, Superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB): Testified on the budget proposal for North Dakota Vision Services, see attachment #15.

Tammy Purcell: Beginning with P. 3 of attachment # 15 and continuing with P. 4, the Optional Request Justification, she reviewed the budget proposal. A demonstration of the portable CCTV was presented with a request to supply one for each of the outreach offices and center base. They want to implement video conferencing. Referring to P. 7, window replacement pictures a picture of the building was shown, requiring 15 windows.

Paul Olson, Adult Services: Referring to P. 9, he discusses adult services, career education, vocational evaluation and other self explanatory programs. Additional positions

were added in Minot to provide home services. The school is looking for staff to provide services in the eastern part of the state..

Rep. Klein: The training, who puts it on and where is it, have you watched the results?

Olson: We are contacted in a variety of ways such as our toll free number. Once we do a home visit, we do an assessment and determine whether they are a good candidate to come into the center or if they require just some home visits. The training occurs in Grand Forks and the staff that provide it are also the staff that provide the short term program with children. We are looking for another FTE to work with adults.

Rep. Klein: How many people in the last year have you trained?

Olson: On P. 2 108, served via home visits. 29 people visit our facility for the 1 week sessions. Once the individual participates, they may want to come to subsequent visits.

Rep. Klein: Last session we funded for diabetics to go to the pharmacist and go through that program, and it is supposed to have great results. Have you followed what's going on?

Olson: I am a member of the North Dakota Diabetes Coalition. We are hoping to prevent vision loss for a number of folks with juvenile diabetes.

Rep. Klein: Are you aware of the chunk of money that is provided to start this program?.

Olson: We are looking for a diabetes specialist to work with diabetes education state wide. We'd like to model it after the program in South Dakota.

Salary summaries are listed on P. 5 and the diabetes specialist on P. 9.

Chairman Skarphol: When did we authorize the specialist in the west?

Grove-Sumaniski: Last session, you authorized one additional FTE.

Chairman Skarphol: Are results available?

Grove-Sumanski: It is a very positive thing to have this person on staff.

Chairman Skarphol: Any information on new contacts?

Grove-Sumanski: We can get it? We are seeing more people. HB 1078, introduced by DPI is supported by us to provide print textbooks and a half time FTE. On P.10 is a student testimony, sent by email after attending career week. P. 11 has parent testimony.

Lori Maddoc, Parent: Testified on behalf of services provided her 7 year old daughter. She receives vision services every week that include life skills and independence. She receives services from the mobility trainer once a month even though she is 3 hours away. Equipment has been purchased from the NDVS/SB. When she goes to the school, she is dropped off on Sunday night and stays the week. Summer camps are also available.

Rep. Williams: When did you first know that your child has a problem?

Maddoc: When she was 6 months old she was diagnosed as being blind.

Rep. Williams: Were there clues or hints?

Maddoc: At 4 months we asked the nurse and she thought she should get her eyes checked.

Rep. Klein: Where is the orientation and mobility teacher?

Maddoc: Grand Forks, she comes to us.

Rep. Hawken: She is extremely lucky to have an attentive mom.

Chairman Skarphol: Are there differences from Canada to North Dakota?

Maddoc: A huge difference, way far less service, there was no such thing as home visits.

Chairman Skarphol: Did you know what to expect here?

Maddoc: I had talked to the teachers, it's huge.

Rep. Wald: Would you consider NDVS/SB state of the art.? You've looked at other states?

Maddoc: I haven't compared with other states but I don't want to leave.

Grove-Suminski: On P. 12, you will find a survey for your information, part of the strategic plan. Concluding statements were given.

Allen Peterson, North Dakota Association of the Blind: He provided testimony in support of HB 1013, see attachment # 16. He has training using the white cane and navigates his office at the NDSU campus. He is the Legislative Liaison for North Dakota Association of the Blind. He advocates for the number of weeks that the training is offered, consecutively. Another program is run through the Division of Rehabilitation but it is more limited.

Chairman Skarphol: Does the client pay any charge for the weeks of training?

Peterson: No.

Rep. Wald: Do you use a seeing eye dog?

Peterson: No, there are drawbacks.

Chairman Skarphol: What is the origin of the several 100 thousand in special funds? Where is that money going to go?

Grove-Sumanski: We lease space to other agencies that provide special funds. We receive a small amount from clients who purchase a service for a fee. A small amount comes from our summer camps that we offer at Bemidji.

Chairman Skarphol: What do you use as criteria to readmit students into summer programs?

Grove-Sumanski: The IEP for students determines eligibility, for older people it is on an individual basis.

Chairman Skarphol: How often is the IEP redone?

Grove-Sumanski: Once a year. They have concentration in one week, then they go back to the community, implement it there and come back again.

Peterson. P. 2 of attachment # 16, contains a resolution that is presented to the Governor, to add two new staff.

Rep. Williams: You lost your sight as an adult, from a medical standpoint could you have done anything to prevent this or slow it down? What were the symptoms?

Peterson: It developed in 1977, first with night blindness and loss of peripheral vision. Nothing could change the condition.

Rep. Wald: Calling Maddoc to the podium, was there any blindness in your family.

Maddoc: No. She and her husband are carriers of the gene of the condition. Children have a 1 in 4 chance of having the condition.

Rep. Williams: She has never been able to see. How does she react to her condition?

Maddoc: She takes it in stride, she doesn't know a sighted world.

Recess until 2:30 pm

Doris Ott, State Librarian: She read her testimony, attachment # 17, PP.1-18.

Phyllis Bratton, Director of Raugust Library, Jamestown College: Testified in favor of HB 1013, see attachment # 18.

Kelly Stickler, Legislative Chair for North Dakota Library Association and Director at Morton-Mandan Public Library: She testified in favor of HB 1013, see attachment # 19.

Tom Jones, Library Director, Veterans' Memorial Library, Bismarck: He testified in favor of HB 1013, see attachment # 20, particularly addressing state aid to public libraries. Additional testimony was presented in letter form by librarians Bonnie MacIver and Ann Pederson.

Dakota Draper, President of the North Dakota Education Association: He testified in favor of HB 1013, see attachment # 21. He referred to the table on P. 4, comparing salaries, and

requesting new money in the amount of $37M to go with the $105M that Governor Hoeven has already proposed bring the total of that request to $142M. This is based on the language in HB 1400 to increase teacher salaries. Referring to PP. 4-5 with data.

Bonnie Miller: Addressing the budget with attachment # 21, along with 11 optional items. Page 8 has some amendments and attachments 23 and 23a were referenced.

Morrissette: Handing out an amendment, see attachment # 22, he stated that the BARS system application has errors and shows a shortage of $800,000. The end result is that there could be a reduction of $662,000 in the general fund.

Rep. Williams: That doesn't change the bottom line.

Morrissette: That's right. The overall budget of the bill would stay the same but the general fund could be reduced and other special funds could be increased.

Miller: An increase in the fund for the Teacher of the Year program is requested. Page 8 outlines the expenses for that program.

Rep. Wald: There is a change in the selection process if it is not managed by DPI?

Miller: No it wouldn't change; just the administration of the program will change. Continuing.

Chairman Skarphol: Have you covered the operating costs before?

Miller: NDEA was picking up the cost.

Rep. Martinson: Except for this year, because the Teacher of the Year was not an NDEA member. You are picking up the cost this year, right?

Miller: We will be picking up the cost, registration and travel.

Chairman Skarphol: Are you finding that within the confines of your budget?

Miller: It is in the budget.

Chairman Skarphol: Can she participate?

Miller: Yes, it is my understanding she can. Another amendment for school health unit for salaries is included.

Chairman Skarphol: You need additional money between the 23.11 and the 36?

Miller: We did not include the Governor's recommendation for salary increases or for health insurance increases.

Rep. Hawken: You reference a state mandate.

Miller: In the state of North Dakota there are a number of ...PP. 28 and 29 talk about that. Referencing the Century Code that addresses school health units.

Recessing until tomorrow.

January 21, 2009 Continuing from January 20, 2009, Job # 7458.

Wayne Levang, School Transportation: He provided written testimony, see attachment s # 24 and 24a. . He asked the committee to pass an amendment to provide $10M to transportation.

Rep. Wald: Average cost per mile, is that fuel costs only or are you plugging in insurance, bus drivers. What does that include?

Levang: It is the cost to operate the bus per mile and is calculated by DPI with the data that they have.

Rep. Wald: Is there no sinking fund for bus replacement? No acquisition cost, purely expenses.

Levang: No, only money that is expended.

Rep. Onstad: Is there a percentage that you think is allowable? (inaudible)

Levang: How long do want a kid to sit on a bus, 1.15 hrs is the set limit. A supplemental bus has to be added if it will be a longer ride.

Rep. Onstad: I first heard

Rep. Klein: In the separate funding for transportation, then it got pooled.

Levang: It went into a block grant.

Rep. Klein: Included in what?

Levang: Last time the block grant was $33.5M. The Governor then, after the PICUS report came out, they did not want to touch that. They came up with $500.00, it is a lot of money but it's not going to do it. They do not want to dip into the general fund. Schools get 90% of the cost, they cannot make money on transportation.

Rep. Onstad: The 1.15 hrs, that isn't a (inaudible).

Levang: Local districts can set a time.

Rep. Wald: Can you pay parents to transport themselves?

Levang: Yes, some schools do that, they don't have busses.

Bonnie Miller: DPI would like to highlight the items that are in the optional adjustments request, see attachments # 23 and 23a.

Rep. Martinson: Did you use an inflationary increase when you presented this to the Governor?

Miller: With the ITD costs we don't use all of their services but we used an increase (Inaudible) We did the same thing with the.....increases. The total number of miles the department has used with vehicles, and then the increase times that mileage to come up with that percentage. Some was for supplies and some for labor.

Stephanie Gullickson, Child Nutrition State Match Dollars: Provided testimony, see attachment #21, PP.25-26.

Rep. Hawken: Is it fully funded?

Gullickson: Fully funded

Rep. Hawken: Not asking for money?

Rep. Klein: Is it for food?

Gullickson: This is just for school lunch.

Rep. Klein: Is this the matching program that has to have a certain number below the poverty line?

Gullickson: This is the match for the school lunch program. Every school can have a school lunch program.

Greg, Gallagher, Director of the Standards-Based Assessments Program: Provided testimony, see attachment #27. He describes the request for $1M to fully fund the assessments program.

Rep. Williams: Testing started beginning of the decade, it was assumed there would be Federal dollars to pay for the tests.

Gallagher: The obligation assess exists, over 80% of the costs are absorbed by the federal government. The goal is to raise the state's cost to about 25%.

Williams: Why did the Governor's ....(Inaudible).

Morrissette: It seemed like a reasonable increase to allow for some growth. It is somewhat of an arbitrary amount.

Chairman Skarphol: This is the assessment necessary to meet the No Child Left Behind requirements that the state has been imposed upon?

Gallagher: It would also meet the requirement of state law itself.

Chairman Skarphol: Are there other assessments that are done besides this one?

Gallagher: There are, there is a separate appropriation for the English language assessment.

Chairman Skarphol: Is that is DPIs budget?

Gallagher: It is.

Chairman Skarphol: Are there further ones that you are aware of?

Gallagher: These are the ones that are related to federal and state initiatives that are in place right now. Other ones would be School Readiness, all are based on a tool that is purchased, that is valid.

Chairman Skarphol: Do you have ability to transfer funds from this line or to this line from somewhere else?

Gallagher: Possibly from special education.

Rep. Klein: Do I understand this is a proposal that will cost $1.38M a year?

Gallagher: Currently the $1.2M combined with federal funds of $4.8M, on an annual basis

Rep. Klein: We are spending about $6M to assess where our students are as far as...?

Gallagher: We are spending about $4M per year. Of that $3.4M is federal, $.6M is state and that is the core base of our expenses.

Rep. Klein: Who bids on this?

Gallagher: It is highly technical, no entity in North Dakota that would be able to meet the specifications. They are long established and have the statisticians that are able to validate the assessment tools.

Chairman Skarphol: It is about $45.00 per student, apparently.

Gallagher: We are approximately $55.00 a head right now.

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Rep. Klein: Comment, we are spending more money testing than teaching.

Chairman Skarphol: Question to Joe, where is that $200.000.00 listed on the green sheet?

Morrissette: Sheila will look for that.

Steve Snow, MIS-STARS Maintenance: Provided testimony, see attachment #28.

Chairman Skarphol: Referring to the $500,000 in the budget and attachment # 22, P. 26. You are looking for $575,000? An FTE and ...

Snow: It is to collect data from the schools and monitor the programs. (Inaudible)

Chairman Skarphol: According to the green sheet, this is a onetime funding? Do you see it as a onetime funding or do you see it as an ongoing need?

Snow: I think we are going to have a certain increase, it really depends on what the education.. recommends next year. (See written notes 52-55).

Chairman Skarphol: Out of the $500,000.00 that has been included in the Executive Budget, how much of that would you consider onetime funding and how much of it would you anticipate you would have to ask for to sustain the service?

Snow: I think that's really, I would say it really depends.....(Inaudible)

Chairman Skarphol: Bonnie, in your handout, on page 26 there is an additional request for 575,000.00. In reality, what you're asking for is an additional 75 today.

Miller: Yes.

Rep. Klein: (Inaudible)

Snow: Not an increase.

Chairman Skarphol: I am having a little difficulty understanding the 500,000 figure if you're not going to need and FTE, is this going to be overtime pay for people to do this additional work?

Snow: We'll take advantage of the .... (Inaudible)

Chairman Skarphol: So the majority of this will be vender expense.

Snow: Yes.

Rep. Wald: Can you give me a snapshot view of the data you are extracting from local districts?

Snow: Everything from a ...

Rep. Wald: Well, what kind of stuff are you looking for?

Snow: We actually ....things from student enrollments, teacher accreditations, graduation rates, bus information. All the data that we collect from the department goes into the system so a lot depends on what reports are required.

Chairman Skarphol: Help us out by telling us what the acronym means.

Snow: STARS means State Augmented Reporting System.

Chairman Skarphol: Under the STARS system does the school enter the data and you compile it and sort it into some usable fashion?

Snow: Principals and superintendents provide the data, some of the smaller school actually don' have the base system. We collect on periodic bases.

Chairman Skarphol: You don't rekey the information.

Snow: We.....(Inaudible).

Kroeber: If the Power School Initiative goes through, will that make this a lot easier until we collect the data?

Snow: That's what we're looking for.

Rep. Kroeber Schools that have Power Schools now, are they included in the initiative, to receive some help or is it only for those who aren't Power Schools.

Snow: The common core of data.....

Miller: Speaking about the dollars for the English Language Learner Program and it is dollars for the Administration of the state responsibility to handle that program. We currently have $20,000.00 in the budget for that and ask for additional 60 and that is included in the Governor's recommendation. This will cover the salary for the director. The English Language Proficiency Assessment Program requires an additional $75,000.00, $25,000.00 over the Governor's recommendation, to cover increases in vender costs. See attachment # 22, PP 26-27.

Chairman Skarphol: So actually, where it says 75,000 it should be 25,

Miller: Yes.

Rep. Kroeber: Is this basically then to reimburse the schools more for their ELL programs?

Miller: It is strictly for assessments.

Rep. Hawken: I can't believe we don't pay more than $20,000.00 for the salary.

Miller: It will supplement that. Not all of it is state responsibility, some is federal responsibility.

Chairman Skarphol: Could you give us a copy or the Federal Findings document?

Miller: Number 7 is for School Approval and Accreditation, supported the additions of 2 FTE, see attachment # 22, P 27, The MIS Unit Salary, P.28, School Health Nurse Salary, P. 28. Moving on to numbers 10 and 11, Bob Marthaller will discuss that.

Bob Marthaller, Indian Education Advisory Council: Provided testimony, see attachment #29, Operating expenses for Indian Education. .

Rep. Klein: 16 members, how did you arrive at that and why so many?

Marthaller: There are members from Montana and South Dakota.

Robert Parisien, Indian Education Program Administrator with the North Dakota Indian Affairs Commission: See attachment # 30, and P. 29 Communication is a concern because the schools are very rural. Parents spend a lot of time getting kids to schools. Safety is a big issue because of the distance. 75% of the teachers are nonnative.

Chairman Skarphol: How do you see this organization different from the school boards?

Parisien: (Inaudible)

Chairman Skarphol: Is it duplicative or do you see it as a school board advisory group?

Parisien: There are different people from these different pods that come together, it is not just one group that will be discussing these issues..

Rep. Wald: The 16 members on this committee, and that is the lion's share of the budget request. Could you function with 8 because the $66,000...

Perisien: Different people from different states and different tribes come together and each has a different thinking on the issues. Half will be made up of tribal members. DPI and other groups are a part of that.

Rep. Wald: Did a quick calculation of the groups and the number could be smaller.

Pirisien: I provided a list of potential advocacy groups.

Rep. Klein: Does South Dakota have 16 on there, too ?

Pirisien: Don't know.

Rep. Williams: The mileage, per diem, what does that include?

Miller: It does include lodging, meals and mileage.

Marthaller: Spoke about the Career Planning Initiative, see attachment #31 and PP. 29-30

Rep. Kroeber: On the initiative on the Education bill is that $2.4M and 50 FTEs

Morrissette: It was $135,000.00 and one FTE to supervise the Career and Tech initiative are the same budget. I think it is $400,000.00 that included the licensing of the Career Research Counselor. This would fulfill a counseling role, so the licensing mechanism that would take place.

Rep. Kroeber: Are all the FTE that are going to be career advisors?

Marthaller: They would be school district employees, not state.

Rep. Kroeber: Is there an estimate on numbers? They talked about $2.4M was that for one year?

Sheila: HB 1400 has $2.7M for career advisors. That funding is included in HB 1013 funding for the biennium.

Chairman Skarphol: That is included on line 15 on the green sheet.

Rep. Williams: Career advisors are run through the REAs or the technical centers. On the Indian advisory committee with 66,000. Why didn't the governor support that?

Morrissette: It wasn't a lack of support, it was more of a prioritization.

Miller: Concluding the presentation.

Chairman Skarphol: Adjourn at 3:52.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: January 30, 2009

Recorder Job Number: 8207

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Calling the meeting to order to discuss the HB 1013 budget by bringing Bonnie Miller to the lectern.

Bonnie Miller, Financial Manager: Again, mention the optional items in the Governor's budget. Would like to see some consideration on the additional funding on those only partially funded and two not funded at all; that being the Career Planning and Indian Ed Advisory committee Removing item # 11 which is on P. 23 in attachment # 1. We are just gonna support the Governor's recommendation.

Chairman Skarphol: Do you think the Career planning initiative was not funded because of the career advisors that were put into the DPI budget?

Miller: Yes.

Chairman Skarphol: Explain on P 31.

Miller: Those are the pass through grants. We will pass that money through. The department's function is to pass the money through, there is no accountability on the department's part.

Chairman Skarphol: On the Geographic Alliance, they felt they needed additional funds?

Miller: They wanted $226,000 to match the National Writing Project Endowment.

Rep. Kroeber: I've a question on career counselors, to take an increase of that number is that by recommendation of a commission? By statute that'd bring that down from 450 to 325, something like that. That's 50 new FTEs across the state. The $2.4M that's on that, it's just for one year. That's a $5.4M increase to the school districts across the state that they will have to take and continue, no matter what the economy is. How much discussion was there with the schools?

Dr. Gary Gronberg, Assistant Superintendent of Public Instruction: The funding for career counselors is in HB 1400. The state would be able to share 70% of that cost. In anticipation of the shift in property taxes, the state would be able to fund 70% of the share of the cost of those additional counselors. The ratio would go from the current 450 to 300 student to counselor. There is a change in the requirements so the training is addressed in HB1400,

Rep. Kroeber: By lowering that, it is part of the accreditation.

Dr.Gronberg: Yes.

Rep. Kroeber: Was there any discussion of putting career counselors in the REAs, so the FTEs would not be in the school district?

Dr. Gronberg: It is the number of minutes not the number of FTEs. The school has to have the correct number of minutes to meet standards.

Chairman Skarphol: Referring to the Recommended Funding Summary and Optional funding of $110.560M found in the report does include $3.5M for preK, $3.68M for one extra day, $3.78M for tutoring, $2.7M for career advisors, $1M for reimbursement for required assets, $2.6M for regional education association. They are all in one bill. None of us want to increase, leadership suggests that we reduce that figure to $100M even in anticipation that some of them may or may not survive. There is also the issue of transportation.

Rep. Hawken: On the transportation issue, Rep. Kelsch is putting together some initiatives which would include some of the concerns on transportation for small school. That would be more dollars.

Chairman Skarphol: More dollars. There is the question of whether we should be getting into the deferred maintenance business for K-12. Rep. Wald, you had an issue with new FTEs in this budget.

Rep. Hawken: The ELL increase for $75,000, is that just inflation?

Miller: It is inflation, the costs of the tests.

Rep. Hawken: I need to know dollars, I don't want paper. Do we need to have $75,000?

Dr. Gronberg: The assessment is necessary in order to distribute the money for the requirements that we have now.

Chairman Skarphol: How about the number of students needing it? More students will be needing it.

Dr. Gronberg: That is part of the cost.

Chairman Skarphol: With regard to the Museum of Art, any follow up on merging with Council of Arts?

Rep. Wald: Item #5 on the green sheet equity. I am not sure I understand that and ask for explanation.

Sheila Sandness, Legislative Council Representative: It is the second year of the 5% increase. The second year of the increase is the $16,000. And of that $16,000 second year increase $4,955 is from the general fund. This is the second year of the 5% increase.

Rep. Wald: That's a total in equity pool of $347,000.

Sandness: That $16,000 is included in the $347,000. The equity pool is the difference between the two, without the second year increase.

Chairman Skarphol: New FTEs, there is pressure on our side on how essential they are. Comment on items listed on 1-4 on the green sheet.

Miller: Number 1 was approved by the emergency commission in '04. We received a new early reading program requiring 1 FTE that is entirely federally funded.

Chairman Skarphol: If Federal funds go away so does the program go, too?

Miller: Yes. Number 2 adds another FTE that is federally funded, added to the Standards and Achievement Unit.

Chairman Skarphol: That's for No Child Left Behind.

Miller: Number 3, the department had asked for one assistant director and an administrative assistant for the school approval and accreditation unit, both state funded. Number 4 is the FTE that the commission recommended for the career counselor support which will be state money.

Rep. Kroeber: The 1.35, the FTE that is not included in the 50 that's referenced in the bill. It is an additional one?

Miller: That is an additional FTE for the LEAD Center.

Rep. Kroeber: On #2, the FTE, that one hadn't gone through the emergency commission, had it?

Miller: No.

Rep. Wald: Item #7, is that primarily a Fargo issue or is English language an issue in Grand Forks, Minot.....

Rep. Kroeber: Bismarck has an extensive ELL program.

Chairman Skarphol: Is it those two communities? Care to comment on the distribution of those numbers?

Dr. Gronberg: There are extensive programs in all major cities, where ever there is impact of other languages, those native to the state.

Chairman Skarphol: Is that $40,000 reflected on this P. 23 #5? Is that part of the $60,000 or part of the $75,000? Is that incorporated into those increases in some fashion?

Miller: It is, #5 on P. 23 asks for the additional salary money and operating money to administer that ELL program and #6 is the increase in the tests themselves.

Chairman Skarphol: So that $40,000 is reflected in some way in those dollars that you show there.

Miller: Yes.

Sandness: #7 on the green sheet is $40,000; look down to #12 on the green sheet is $20,000. That's $60,000 and that corresponds to item #12 on P 23.

Chairman Skarphol:

Chairman Skarphol: And item # 8 corresponds with Item # 9.

Miller: That's increased funding for the health unit, that is correctly all federally funded. We've been using federal funds to pay that, but each time we do we risk monitoring.

Chairman Skarphol: Item # 9, with regard to the state wide longitudinal data system, that's federal dollars, that's spending authority if you receive the dollars.

Miller: Yes, if we receive it.

Chairman Skarphol: Continues to compare green sheet to P. 23 of attachment # 1.

Sandness: The reason they are separate is because, on your green sheet, we've broken the changes down by the salary categories by the operating and the grants.

Chairman Skarphol: Item # 15 says the increase is $101M, in general and $9.3M in special. Remind me about the specials.

Joe Morrissette, OMB Analyst: That comes from the State Tuition Fund.

Chairman Skarphol: And what's the total coming from there, is this additional amount?

Miller: I believe the tuition portion is $76.2M

Chairman Skarphol: Where is the deferred maintenance on the green sheet?

Morrissette: Because that's a contingent appropriation, it's not really reflected in any of the appropriation numbers. It is contingent only if the legislative estimate of revenues is off by $30M, so it is an adjustment later if we find out we're wrong on the revenues by that much.

Chairman Skarphol: It's not hard dollars.

Morrissette: No.

Chairman Skarphol: A contingent appropriation that were authorized last time, what percentage of that got funded?

Morrissette: There was the standard contingency language where if the state school aid line has extra money, then it goes through the pecking order of priorities based on revenue forecast. For deferred maintenance, that was totally separate, $5M was distributed out to the schools for deferred maintenance. They are two different contingencies.

Rep. Hawken: The one contingency fund that has always been the place where you put it when there was money left over. Because of technology we track kids better. There should no longer be this fund.

Morrissette: The amount of the State Tuition fund, it was $76.2M in the current biennium; $86.3M is the estimate for the next biennium.

Rep. Williams: That's tuition.

Rep. Kroeber: School Lands Trust, it used to be just tuition.

Chairman Skarphol: Item #16. There is a $2M reduction for special education, what is the logic, have there been a reduced number of students needing.....

Dr. Gronberg: As a result of last session's formula change, we put an estimated $17.5M more into student contracts. This was to cover the highest 1% at risk students. If they reached a threshold of 4 ½ times the state average per pupil expenditure was covered 100% by the states. The estimated money was $17.5M; we're not going to spend $14.5M this time. There was no language to move that into the foundation aid payment if there was leftover money in that pool. The triggering amount was changed from 4.5% times to 4% and reduced by $2M the amount to be in that contract line and moved it to the general fund appropriation for the state aid payment.

Chairman Skarphol: To how many students did the 4.5% factor apply?

Dr. Gronberg: 1% of special education students would fall into that high cost category.

Chairman Skarphol: How many students, roughly?

Dr. Gronberg: About 130.

Chairman Skarphol: So we're gonna spend about $15M for 130 students. What about the School for the Deaf, if we move some of those folks into the school system?

Dr. Gronberg: There could be some of those students that could reach that threshold. It is about $36,000. The state average is about $8,000.00.

Chairman Skarphol: It may be more cost effective to leave the school open. What would be the status of those students?

Rep. Williams: The residential students at school for the deaf was a figure of $85,000.

Dr. Gronberg: That's residential, transportation; both of those costs would go away if they were moved to the home school.

Chairman Skarphol: Some comparisons would be helpful with regard to our deaf school.

Rep. Kroeber: On the $2M that will be left on the special education fund, can that be moved into the tuition if we needed it?

Dr. Gronberg: There is language in 1400 with an emergency clause to address that. It requires that portion of 1400 to pass.

Chairman Skarphol: Item #17, is funding for transportation grants, continuing with clarification of items # 18-22.

Chairman Skarphol: The $194M on line # 8, where is that?

Miller: I assume they are reflected on P.# 31. That's all general funds. .

Morrissette: I think it would be those increases, for North Central School Television, for the Museum of Art, the writing projects.

Chairman Skarphol: Item #19, that must be the Mentorship Program that is in a different bill. That was pulled out and put into another bill. The additional money requested by the Geographic Alliance, what was their request?

Miller: They wanted $226,000.00.

Chairman Skarphol: So that would be $101,000.00 more than what they are currently at and that would make it go away if it's not met by matching funds.

Rep. Hawken: They're grandfathered in, we're the only state that can get the matching dollars. If we don't do it we won't get it.

Morrissette: That bill is 1480 that includes mentorship and the instructional coaching. The funding is in 1013.

Chairman Skarphol: That gets us through the green sheet. Time to discuss options. Mr. Levang made a strong point for transportation. I'd rather support this than deferred maintenance.

What are your feelings about reduce down then work our way back up?

Dr. Gronberg: There is potential of a huge amount of stimulus funds coming from the federal government for school construction and renovation.

Chairman Skarphol: How does that play into what we are appropriating for?

Dr. Gronberg: It says renovation so that is different from deferred maintenance.

Chairman Skarphol: Does the department know what the needs are? Are they shovel ready?

Dr. Gronberg: Do not know, the demand is different. There was a match involved in the state dollars.

Rep. Wald: Is the $34M for higher ed or just K-12?

Dr. Gronberg: K-12, only.

Rep. Williams: If we put money into transportation, would it not benefit more schools?

Dr. Gronberg: Based on the federal dollar you could put it into transportation rather than deferred maintenance. In two years, it may be gone. A 2 yr construction, renovation would be safer than money in the other areas where we will hire personnel.

Rep. Wald: Money must be spent or it goes back to the federal government.

Dr. Gronberg: Yes.

Rep. Kroeber: Title one, what is in it, maybe $32M? What comes under Title I?

Dr. Gronberg: Basic remedial type of programs.

Rep. Kroeber: With the stimulus package, how would you see that you would spend an additional $2M from the stimulus plan?

Dr. Gronberg: I may not be terribly excited about this stimulus package, What do we do for the 3rd year after that?

Rep. Martinson: Are those dollars going to have to be matched?

Dr. Gronberg: No.

Chairman Skarphol: It is a dilemma on how it can be used, you may have to say no.

Dr. Gronberg: It sounds good.

Rep. Onstad: Currently the Title 1 funds, how are they administered? And if this comes under Title 1, why should this require additional staff? Question 3, if it will be dispensed back to schools can it be available later?

Dr. Gronberg: These are all flow through monies. Contracts will have to be written to say "Given the availability of Federal money, you have a job."

Chairman Skarphol: Schools have to spend the money.

Rep. Onstad: That's the way Title 1 contracts have been written.

Dr. Gronberg: We would have 1/3 greater infusion than what we've had.

Rep. Wald: We'd have to trigger the stimulus money and sunset it when it is over in the bill language.

Dr. Gronberg: It is not accounted for anywhere. We will know the outcome of it before you leave.

Miller: Deferred Maintenance, currently finding out what their construction and renovations needs are?

Chairman Skarphol: They will ask for as much as they can get. We will have to draw some amendments. The attitude is that we want to increase the spending for some of these folks. I hope we don't have this budget exceed what it came in at. We should discuss if we should reduce that $110M to $100M before we begin the process of adding back in.

Rep. Kroeber: I find it hard to know until we get some official word from Economy.com. As a group we haven't heard of any cutbacks

Chairman Skarphol: I think the Gov budget is fairly ambitious, when you talk about growth of 20%. I haven't heard of any cutbacks. We will see a reduction in revenue in farming and oil.

Rep. Kroeber: Is the trigger going to go on? We pay Economy.com a lot of money to come in and advise us on that.

Rep. Williams: I think we can take what exists and prioritize it and make these things match the revenue.

Chairman Skarphol: We have an obligation to take a look at what is going on in adult education. Rep Wald put a bill in for $2.5M plus another $.25M for additional centers.

Rep. Martinson: Is it your suggestion to take out $10M from the $110M budget but not by individual category. I would make that motion.

Rep. Wald: Second

Chairman Skarphol: We have a motion to take the $1.56M out.

Morrissette: Will that come out of the school aid line or just ...It has to come out of a line. That $110M that you referred to is all in the school aid line.

Chairman Skarphol: The motion would reduce it by $10.560M to an even $100M as reflected on the report. That would not reflect the $400,000.00 for REA based grants

Rep. Klein: You're looking at taking $110M out of the grants line item.

Chairman Skarphol: No, $10.560M.

Rep. Onstad: Looking at putting it back into transportation?

Chairman Skarphol: No, making adjustments. The transportation issue we will discuss later.

Rep. Onstad: Don't go over any dollar amounts that we had make the switch to transportation out of deferred maintenance.

Rep. Wald: Could we say that all of preK has to come out?

Morrissette: You've already reduced that line item by $3.5M.

Sandness: I have an amendment here that Allen put together and I believe the $3.5M was pulled out.

Rep. Hawken: I don't think we voted on that yet. We voted to take the policy part out.

Chairman Skarphol: I would like to go forward with the motion.

Rep. Hawken: Would it be appropriate to amend the motion to get us to the $100+M. Just change the motion to that since we've already taken out the $3.5M that would be getting us below that. So it would be $7+M.

I would move that we remove to the Chairman's suggested number in the education budget.

Chairman Skarphol: $7M, so the end result is that we only remove the $7.060M.

Rep. Kroeber: Do we have a list of people that have applied for this and have some idea that they may get some of this? How does it work?

Morrissette: Nothing has been done at this point. But requests have come in the current biennium to receive the $5M. But nothing regarding this $10M.

Dr. Gronberg: That is correct. Nothing has been done. The federal stimulus money has nothing to do with the state deferred maintenance program.

Rep. Kroeber: There are no districts that are expecting to receive any of this $5M.

Dr. Gronberg: That is true, because that requires the match.

Chairman Skarphol: We do have amendments from Rep. Monson with regard to his school thing, and Rep. Hawken, I believe you are supportive of his idea.

Rep. Hawken: Absolutely.

Rep. Wald: This Geographic Alliance, $101,000.000, would that need an amendment also?

Chairman Skarphol: Yup. We can get you to prepare all of these and put them all into one. Rep. Monson had this prepared in order to have the $395,000 that they had received last biennia, but this biennia included in making the request for an additional 50. The original 395 was funded with contingent dollars left from the revenue forecast.

Morrissette: Full committee took out $3.5M

Sandness: Referring to Amendment that $3.5M was removed.

Rep. Hawken: We voted to take the policy part out.

Morrissette: Does show 3.5 came out.

Chairman Skarphol: In essence we could reduce the $10.5M figure because of the $3.5M already out, or would we be duplicating it?

Morrissette: That would be correct.

Chairman Skarphol: We can put money back in after cross over. We need to draft amendments, get things rollin because we're gonna have to get things outa here. I would like to go forward with the motion. Rep. Hawken you will be on that conference committee.

Rep. Hawken: Would it be appropriate to amend it to get us to the $100+M. Change the motion to that, since we've already taken out the $3.5M. That would get us below that and I'm not comfortable, I don't want to take that money out twice. So it would be $7+M.

Chairman Skarphol: Do you want to do a substitute motion?

Rep. Hawken I would move that we move to the Chairman's suggested number in the Education budget.

Chairman Skarphol: $7M, so that the end result is that we only move the $7.060M would be the motion.

Rep. Hawken: That would be correct.

Rep. Martinson: Second

Rep. Wald: What is the amount?

Chairman Skarphol: We're gonna take $7.060M out of what would be $107,060,000.00. We're gonna end up with $100M reflected without the mentoring program, instructional programs, REA base grants; none of those are being considered or the transportation things. Sheila, you got it?

Chairman Skarphol: We'll have the clerk take the role on that amendment take the role on **Do Pass**. Passes 6-2.

Chairman Skarphol: Transportation versus deferred maintenance. As I said earlier, I'd support the idea of moving that money from what is currently the contingent appropriation based on revenue forecast. I'd consider a motion to move that to transportation. That's $10M.

Rep. Klein: (Inaudable)

Chairman Skarphol: Is it reflected in 1013, Joe?

Morrissette: It is not in Section 1, it is not in those appropriation numbers at all. But it is in section 14 of the bill.

Rep. Kroeber: Where are we at on, do we have a list of people who have applied for this? And have some idea that they may get some of this? Or has nothing been done with the $10M contingency? How does it work?

Morrissette: Nothing has been done at this point, but I believe Dr. Gronberg talked about the requests that have come in to receive the $5M , but nothing has been started regarding this $10M.

Dr. Gronberg: That is correct. Nothing has been done. Requests came with regard to the federal stimulus money. It had nothing to do with the deferred maintenance program.

Rep. Kroeber: There aren't any districts that have deferred maintenance that are really expecting that they are going to receive some of this $5M.

Dr. Gronberg: I believe that to be true because that requires the match.

Morrissette: Addressing Dr. Gronberg. If it were to be adopted, this contingent appropriation for transportation, would there need to be a contingent statutory change that would provide for the correct reimbursement rate?

Dr. Gronberg: I do not know. It is legislative manipulation, is it not?

Chairman Skarphol: Council would have to assign, obviously sections 2 and 3 and section 14, they'd have to disappear. Sheila, you would know. 2 and 3 apply to deferred maintenance and how it is going to be distributed and the grants that are awarded and matched and the need for a match, so they would have to come out. If you're gonna deliver transportation dollars you deliver them with a different mechanism.

Rep. Martinson Could we just wait on that?

Morrissette: No, it was out of the State School Aid contingent moneys. So the money that was left over after the '05-'07 biennium. So they received it out of that pot of money.

Chairman Skarphol: But it was included in this budget for this biennia. Are they gonna receive it in this biennia, as well.

Morrissette: I don't believe it is, money that was received is out of that contingency distribution.

Chairman Skarphol: That would defray the cost in this biennia. To pay the cost of the last one?

Rep. Martinson: It makes things a lot simpler to make all the amendments and get one set of amendments. It makes it easier for the Council, too.

Chairman Skarphol: Just so we don't overlook something. Sheila, will have to keep track for us. Any discussion on this?

Rep. Onstad: This is dollars that we started last session but we elected not to continue?

Morrissette: I don't believe they ever received a direct appropriation out of the contingency fund, they have not received funding every biennium. In the most recent it's the $395,000.00 that we were discussing.

Chairman Skarphol: It was the resources available for continuing ed, for classroom use. The funding mechanism has been kinda forgotten about until the last minute.

Martinson: I would move to address all amendments together.

Rep. Klein: Second

Rep. Wald: Is this a state wide program?

Chairman Skarphol: It is state wide. If not, we'll take a roll call vote on that. Do Pass 7-0.

Chairman Skarphol: Geographic Alliance, Rep. Wald moves $101,000.00, Rep. Klein, seconds the motion. This also will be incorporated into the ultimate ....

Sandness: I wanted to confirm the amount, was it $101,000 increase.

Rep. Wald: How does that mesh with HB 1480?

Morrissette: 1480 would include only the mentorship program, the language for distributing those grants and the instructional coaching. Doesn't have anything to do the Geographic Alliance.

Sandness: I have a question, I believe the Geographic Alliance is a onetime item in the Governor's budget. Would the $101,000 also be a onetime item?

Chairman Skarphol: Yes, they were grandfathered in and it is a one time opportunity. Further discussion? If not take the roll on that. **Do Pass 7-0.** I have a bill coming up at 10:30, is there anything else we need to touching on at this time?

Rep. Klein: Do we need to add anything in the Governor's School? I am impressed with that group and they did get some additional money but not what they asked for.

Chairman Skarphol: There are probably some other ones on this list that we might want to discuss.

Rep. Kroeber: The Governor's School has had fairly significant increases throughout the time. It is excellent but the Governor has been good about increasing.

Rep. Klein: I believe we don't support outstanding students enough. We spend a lot of money on the whole system but not on these outstanding students.

Rep. Kroeber: This program has been around for 20 years and it's continually been increased.

Chairman Skarphol: Have they ever turned anyone away?

Dr. Gronberg: Not turned anyone away but there is a request to increase program to more students and more curriculum.

Rep. Wald: Is there a grant or business support, can't we do the same with Gov's school like with Business challenge?

Dr. Gronberg: Both are eligible for foundation aid. These are supplementary things but there are costs that go beyond what foundation aid covers.

Morrissette: They received in 03-05, $225,000, 05-07 it was $270,000 and the current biennium is $320,000 and the recommendation for the next biennium is $365,000.

Rep. Martinson: Move to put $45,000 additional funds in there.

Rep. Klein: Second

Chairman Skarphol: You'd bring that number to $410,000. Any other discussion from the committee? We'll have the clerk take the role on that amendment. **Do Pass 7-0, Absent 1.** We'll take a break. Meeting again on Monday.

Adjourn.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 2, 2009

Recorder Job Number: 8288

Committee Clerk Signature Shirley Brannong

Minutes:

Chairman Skarphol: Brought the meeting to order to review HB 1013.

Asked a question with regard to the $9.5M increase in the Longatitudinal system appropriation. The contractual service is detailed and addressing **Joe Morrissette, OMB Analyst**. The governor increased it by $500,000.

Morrissette: That would have been in their data collection, that would be the STARS account code.

Chairman Skarphol: that was the amount of the appropriation for STARS?

Rep. Klein: Is it a complete new system?

Chairman Skarphol: Yes it would be, FINDIT is the current system and it is going away. Longitudinal data fund is for tracking students. The amount applied for in the Federal Grant is $9.4M, an additional $2M plus in the ITD budget for funding the balance of it for the software development plan. To see if higher Ed has been effective.

Rep. Hawken: I absolutely have no recollection of why I would have said that.

Chairman Skarphol: The issue is whether or not deferred maintenance is really part of what we ought to be doing with regard to K-12.

Rep. Hawken: In that respect I would totally agree with you, that it is not what we should be doing with K-12 with the other issues we have that I think certainly deserve our consideration. I do have an amendment but it has nothing to do with K-12. It has to do with summer placement.

Rep. Wald: Taking ownership on deferred maintenance on local public schools is like taking ownership on local property taxes.

Chairman Skarphol: If we want to leave that dollar amount in a contingent appropriation, I'd rather see it go to transportation costs because we do have some responsibility there. If we make the switch to the $10M as a contingent appropriation, from deferred maintenance to transportation, there's some other subsections of that particular section that could go away. What are the Committee's wishes in that regard?

Rep. Klein: How does this fit in, is there a similar one in the Education Committee that deals with transportation?

Chairman Skarphol: There is an appropriation for transportation grants of $38.5M on the top P. 2 of the bill. Mr. Levang and said it wasn't sufficient and asked for $15M. I'd rather leave It at $10M.

Rep. Kroeber: On this contingency, there really isn't any money there to appropriate, is there?

Morrissette: That's correct and that's why it doesn't show up. If you'd make an amendment like that it wouldn't have any impact on your budget status statement or anything like that because it's contingent and the contingency is we have to be off by $30M in the revenue forecast for this trigger. By the time that you complete session we assume that the forecast is accurate so it doesn't get in the budget until that happens.

Chairman Skarphol: But in this current biennium the $5M contingent appropriation that was included in this did trigger.

Morrissette: It did trigger, it's not reflected in your original legislation appropriation anywhere, It's reflected as an appropriation that did trigger in May of last year.

Chairman Skarphol: So this $5M would trigger if you were off by more than #30M. What is the triggering date?

Morrissette: I worked with language with LT. Governor and suggested changes to this section because the way it was worded last time, it didn't matter because the revenues were so much more than anticipated. The concern if in the future the forecast was closer to actual it could be a problem. The language is different but the concept is the same. If by July 31, 2010, the ending balance is $30M more than what you thought when you left session, then it would trigger.

Rep. Williams: We do not have 10% to transfer?

Chairman Skarphol: It's not there to transfer. If the revenue forecast is off, there would be a trigger mechanism that would transfer ½ at one anniversary and the other ½ at the second.

Rep. Kroeber: Asking Dr. Grondberg to review that program with us, the number of applicants, or how you go about getting applicants.

Rep. Williams: I asked that question of him last Friday.

Dr. Grondberg, Assistant Superintendent of Public Instruction: What is currently being worked on is in anticipation of the federal stimulus money. The deferred maintenance money is all committed.

Chairman Skarphol: All committed

Rep. Wald: Of the $10M, take out 5 and scrap the other 5 for deferred maintenance.

Chairman Skarphol: That is an issue that the committee can discuss.

Chairman Skarphol: $5M was appropriated in this biennium for deferred maintenance, they raised it to $10M.

Dr. Grondberg: Line 17 of your green sheet also indicates that $5M was added to the transportation amount.

Morrissette: On the same issue of the increase, then I pulled out Mr. Levang's proposal was $15M more than the current biennium, a $10M increase over the Governor's budget.

Rep. Hawken: the Education Committee will put in additional $2M into busing so that would be $7M.

Chairman Skarphol: That is a flat appropriation, not a contingency amount. Maybe Rep. Wald's suggestion to make it five rather than ten would be appropriate.

Rep. Wald: (inaudible)

Rep. Hawken: In the budget there is also $20,000 appropriated for early learning. Did it come out of the Commission and what would it do? Is it different from Rep. Berg's bill that he has in would be?

Dr.Grondberg: The early learning Council is part of the Head Start Legislation that we have received already. .

Rep. Hawken: That would start another board in the state that the Governor would appoint that would have people from the varying parts of Early Childhood Education on it. We have to make sure that continues and make certain that some of the concerns that he has could be directed.

Rep. Wald: Motion to take $10M of the deferred maintenance, put it into transportation and delete from the Bill their remaining $5M. it would basically remove Section 14.

Chairman Skarphol: Change from $10M to $5M for transportation. The contingent provisions would trigger ½ at the end of one year of the biennium and ½ at the end of the next year.

Rep. Williams: Second.

Morrissette: There's two trigger dates, but an opportunity to trigger the whole amount at either time.

Chairman Skarphol: Is it possible to have language that if it triggers at all it would be distributed over the whole biennia?

Sheila Sandness, Legislative Council Representative: Yes, language.

Rep. Kroeber: Wouldn't it make more sense to trigger it in July and possibly again in February. What dates would make the most sense so you have concrete predictions.

Morrissette: We usually use the July date because legislative forecast. In April will be the second date.

Sandness: You do not want the whole amount to trigger on that first date. You only want half the amount to trigger on the first date and the second half to trigger on the second date?

Chairman Skarphol: I'm in agreement with Joe to let it all trigger at one.

Sandness: the language would stay the stay, I would only change the amount and purpose.

Rep. Wald: Would it be carried over if not used?

Chairman Skarphol: It would be my thought that that money would be distributed to reimburse them for costs they incurred. We'll take the roll on that motion.

Vote taken, passed 7-0, 1 absent.

Rep. Wald: Question on bill item # 6. Can you explain the indirect cost allocation?

Morrissette: It's the allocation of central costs like OMB payroll and budgeting, etc. that are charged a share of to federal funds and then that money is recouped and deposited in the general fund. This says that DPI doesn't have to deposit it in the general fund because they can use it for their agency.

Rep. Wald: What kind of dollars are we talking about?

Bonnie Miller, Fiscal Manager: It runs at around $2.5-2.6M. We use it on any federal spending, not grants. The department uses that to pay Management Information Systems (MIS) people, accountants. That's how indirect costs are used. We also use it to pay for leases on copying machines.

Rep. Wald: Leases on copying machines, I would guess would be in your budget.

Miller: We estimate, we know the amount we're getting.

Rep. Wald: How do you transfer federal grants to operating money?

Miller: That's the idea of the indirect cost.

Chairman Skarphol: You have $11.8M in operating costs, about $2.5M is paid in federal funds, correct?

Miller: Correct. PP. 12 and 13 of original handout, explains the federal programs.

Chairman Skarphol: About $3.5M of that are general funds and $8.3M is federal funds. To cover your operating costs.

Rep. Wald: At the bottom Item, $2.5M Nothing else in that section 11?

Miller: Yes.

Chairman Skarphol: Section 11 in the bill refers to the indirect cost allocation.

Miller: We aren't able to pay all departments' expenditures. We have to ask for some general fund and we .....

Chairman Skarphol: That section 11 refers to your ability to deposit that in your operating, $2.5M.

Rep. Wald: Over the bienniums is that about an average of $2.5M?

Miller: I think that is close.

Rep. Martinson: Explains the program on Atlantic-Bruka, it stands for Bridge across the Atlantic and their purpose is for Germans and Americans to develop and understand their relationship. Each year they take 5-6 teachers for an intense seminar to help Americans know that there is more to Germany than the Holocaust. Motion made by Rep. Martinson and seconded by Rep. Hawken to add $75,000 to the Atlantic-Bruka program.

Chairman Skarphol: Explains further, his experience in one of the programs that he attended. He supports the program.

Rep. Martinson: Explains activities related to Hurricane Katrina and $50,000 raised by the Germans. They want to create ties to the United States and North Dakota.

Rep. Williams: What size were the four schools that turned this down and what was their rational?

Dr. Grondberg: It had to do with availability of substitutes for a two week period.

Rep. Williams: I'm assuming it was smaller schools..

Dr. Grondberg: It was a mixture.

Chairman Skarphol: Atlantic-Bruka picked up much of the cost. The teacher of the year was one who attended.

Rep. Martinson Money was used to pay people from Ohio who knew a lot about Atlantic-Bruka and paid their expenses. Other than that $100% funded.

Dr. Grondberg: 500 leading corporations support Atlantic-Bruka in Germany. that is why they were able to raise that kind of money in Germany.

Rep. Wald: Was there a number requested to go dependent upon the appropriation?

Rep. Martinson: Not limited, they would like about a dozen. There is a selection process.

Vote taken: passed 7-0, 1 absent.

Rep. Onstad Could you go into further in your explanation of your coaching pilot program, and how that is going to be laid out?

Dr. Grondberg: It is part of the education commission's part of the bill. The program is the mentoring of new teachers run by the ESPB. The mechanism is in place. Money is given to ESPB and the Department receives the mentoring portion. It is to roll out the coaching program with professional development. It becomes a coaching activity.

Rep. Onstad: Teachers are kind of unprepared when they come out of the University system. Preparation should take place at Universities.

Dr. Grondberg: I do not disagree; a 4 year program is insufficient because there are only 2 years of training. Other states require 5 years. These teacher induction programs are a way to help a new teacher survive.

Rep. Wald: Is this a problem of counseling in their sophomore year? Where are they falling down on the job? This is curing the problem after the fact.

Dr. Grondberg: Agrees, preparations and quality of the teaching force is of a lower standard because there are other occupations that are more attractive. ACTs for students in education are typically lower than those who went into teaching 25-30 years ago

Rep. Wald: How do we address that? Some teach one year than say they don't like it.

Rep. Kroeber: I taught with many teachers who were of high quality It is not a majority that is lower quality.

Chairman Skarphol: In the light of conversation, women went into Ed years ago.

Rep. Wald: How does Section 12 on P. 6, P. 2 interact with line 15 of the bill on P. 2. Is that $1.8 to local libraries and what is the difference between that and Section 12?

Morrissette: That line on P. 2 includes some federal funds, and Section 12 is just that is just the general fund money that goes out as state aid to public libraries distribution formula.

Rep. Wald: Is the total $1.8M plus $1.3M?

Morrissette: The $1.3 would be included in the $1.8M.

Rep. Wald: The total is $1.8M

Chairman Skarphol: Section 8, the sum of $400,000 for gifted and talented, is that the same as in this biennia?

Morrissette: Been that way for several biennia.

Chairman Skarphol: Where is that reflected in the budget?

Morrissette: It is included in the school aid line.

Chairman Skarphol: So it would be part of the $837M.

Morrissette: That is correct.

Rep. Wald: Is there any relationship between Section 8 and the Governor's School?

Morrissette: No, there is not.

Chairman Skarphol: Professional Services in BARS. There was $11.5M and the Governor raised it by $975,000. What is behind that, the longitudinal data system? It is also reflected in operating expenses. Under professional services in operating expenses Requested was $775,000 and the Governor bumped it to $975.000.

Morrissette: The $200,000 increase in the professional services was money added in the executive budget for the state assessment program.

Chairman Skarphol: The original $775,000, can you give me some logic behind the need for that kind of an increase that the Agency requested.

Stephanie Gullickson Assistant Director of Fiscal: Testing contracts go up, as does foods.

Rep. Wald: Dr. Grondberg, P 5, section 9 beginning on lines 27 and 28, we talk about the Standards and Practices Board select and train mentor teachers. Then I go back to the coaching pilot program which appears to be the same thing. How do those two programs mesh?

Dr. Grondberg: Mentoring is for new teachers; Coaching is for bringing about instructional change for older teachers.

Rep. Wald: Section 5 of the bill on P. 4, there's grants of $20M, what kind of grants are we talking about?

Miller: $20M is to have additional authority; we have the funds but need the authority to pay out as the school districts request the money. It's a safeguard that goes away on June 30

Chairman Skarphol: Is this new language?

Morrissette: Was it $22M?

Miller: It's the first time it's been put in when the bill was prepared by OMB.

Chairman Skarphol: Is this potential new federal dollars that are unanticipated?

Miller: No, absolutely not, it's the federal grants that we currently have, it's just how much are they carrying over, how much are they gonna spend in any given year. We can't predict that.

Chairman Skarphol: If there are no further questions. Close the hearing on 1013.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 6, 2009

Recorder Job Number: 8897

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: First we will address HB 1013, Department of Public Instruction. The House Education committee passed out a bill HB 1475. It appropriates $1M for adult education and $2.525M in that bill. It is my intention to encourage this committee to put some additional money into adult education. They will lose about $200,000 in Federal funds. I feel it is important in North Dakota It serve about 2000 people have about $1 1/4M available. They had to reject applicants. It may be necessary to add flexibility; I offered to put $500,000 back into their budget. They currently have $1.55M and are turning away 200 people who would like to improve themselves.

Rep. Martinson: Move to add $500,000 to an amendment.

Rep. Hawken: Second.

Rep. Kroeber: If there were others that want to expand they could use those…

Rep. Onstad: Does that meet that full match?

Chairman Skarphol: It actually exceeds it.

Roll Call vote Do Pass: Yes 8, No 0, Absent 0.

Chairman Skarphol: In the education bill, in 1400, there is funding to give an assessment to every high school senior. It would be an ACT, SAT or WorkKeys. They can choose which

assessment they want and get paid for by the state. Do you think the assessment should be incorporated into that?

Rep. Onstad: I don't think an ACT test score is required to enter college

Rep. Wald: How many students are we talking about?

Chairman Skarphol: Not sure on an annual basis, but they serviced 2000 people last year. The money in the budget provides about $45 for all seniors.

Rep. Hawken: Move to put in language that would allow adult education to be included, and provide the assessment if they so choose.

Rep. Onstad: Second

Rep. Wald: That would still be within the appropriation, no additional dollars.

Sheila Sandness, Legislative Council Staff: The adult education is part of the grants line in the Department's budget, are you asking for an amendment to add a separate section that identifies that part of the assessment is to be used for that?

Chairman Skarphol: That they have the authority to use some of that grant money.

Roll Call vote Do Pass: Yes 8, No 0, Absent 0.

Rep. Onstad: Are adults required to take the GED?

Rep. Hawken: It is likely handled on a one to one basis.

Chairman Skarphol: I know they can take the WorkKeys for $15 if you'd like. It provides a nationally recognized career readiness certificate. It gives them an evaluation in three areas. Some states require anybody applying for a job to have that.

Rep. Hawken: Explains 98014.0104, Summer placement. It is being done for schools that have a lot of students placed by other agencies. The problem is that they want someone to be in charge. The school district will pay for it, but the placing agency could decide if summer placement is necessary. It just deals with summer placement.

Rep. Wald: Do we have any idea what the cost will be?

Rep. Hawken: I have no idea. There is no money with this bill. This delineates "summer".

Rep. Wald: This is a local obligation.

Chairman Skarphol: What is the likelihood it will cause any kind of hardship on a school

Rep. Hawken: They are already doing it; they just want someone to be in charge. I will get figures before we take it to the big committee. It will affect schools that get more of the special needs kids.

Rep. Hawken: Move amendment 0104 to HB 1013.

Rep. Kroeber: Second.

Roll Call Vote Do Pass: Yes 8, No 0, Absent 0.

Chairman Skarphol: Introduces amendment 98014.0105, with regard to the school for the deaf. It condenses Legislative Council's recommendation to DPI. It mandates that this school begin the process of planning for the future and moving to the future. If anyone would like to make changes, feel free to do so. I've talked to the school about this, Rep. Johnson, and others and they recognize that this needs to happen. There is no appropriation; this is merely the language for how they proceed.

Rep. Hawken: Do we have this anyplace else? I don't know if we want to wait 2 more years, if they decide to redo that building.

Chairman Skarphol: That is another issue. We'll discuss that later.

Rep. Onstad: This will get us that step to start the implementation of past studies, correct?

Chairman Skarphol: There is verbiage about other states. That discussion has started.

Rep. Martinson: Move Do Pass on the amendment 0105.

Rep. Hawken: Second.

Roll Call vote Do Pass: Yes 7, No 0, Absent 1.

Rep. Klein: Move to put money in to 1013 to remove the infirmary.

Williams: Second.

Rep. Kroeber: Is that the recommendation to tear down that infirmary?

Rep. Williams: I like these amendments. Where is DPI on this?

Chairman Skarphol: They are 100% on board.

Roll Call vote Do Pass: Yes 7, No 0, Absent 1.

Rep. Williams: We put some money in for transportation, correct?

Sandness: The motion was to change contingency in Section 14 from deferred maintenance to transportation of $5M instead of $10M.

Rep. Williams: In 1400 did they not also put in a couple extra million?

Chairman Skarphol: That is correct. They moved $2M from another category into transportation.

Close discussion on the Department of Public Instruction.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 9, 2009

Recorder Job Number: 9017

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order to discuss HB 1013 by calling on **Sheila Sandness Legislative Council Representative** to discuss the amendments that were distributed.

Sandness: Walked the committee through amendments that were distributed in full committee and those amendments that came from this committee. The list of amendments are as follows: One was to remove $7.06M from the Grant School aid line general fund and another amendment to add $395,000 to the other grants to the North Central Council of School Television. That provides a total of $445,000. The next amendment was to add $101,000 to the other grants line to increase the funding for Geographic alliance which would bring that total to $226,000. The next amendment was to add $45,000 for an increase in funding to the Governor's School which would bring that to $410,000. The next item is to add $75,000 to fund Atlantic-Brukke teacher exchange, not funded in the Governor's budget. Add $500,000 to increase adult education grants, bringing that to $1.55M. To the School for the Deaf's portion was to add $48,605 to remove the old infirmary. Change Section 14 to provide $5M contingent appropriations to transportation. Add adult education to the Department of Public Instruction to provide for testing of GED graduates, using any revenue they have to pay for assessments.

Regarding the cost of a summer program, being included in actual costs is the next item.

Finally, the development and implementation plan for the School for the Deaf.

Rep. Wald: Did we talk about transportation, I thought we were gonna put $5M..

Sandness: That was that concurrent item where we are changing the language in Section 14.

Joe Morrissette, OMB Analyst: The School for the Deaf, in BARS they did request $24,500 of that total of $48,000 to demolish the old infirmary building and fill in the basement. The amendment request that we had was related to a miscalculation in BARS regarding the funding source of their school aid line and their other grants line. You could reduce the total by $662,117 to match what the Executive budget was supposed to be.

Chairman Skarphol: We need an amendment to reduce the general fund

Morrissette: and increase other funds by that same amount and that would be.....

Sandness: That is the net of two different things and it comes out to the $667,000.

Rep. Klein: You mean somewhere in the system we're gonna pick up $.5M because of an error?

Morrissette: That is correct.

Chairman Skarphol: We need an amendment to reduce the general fund authority as reflected on the second paragraph. An amendment to reduce the federal fund authority on the other grants by $147,000.

Morrissette: Since the federal and other funds are combined on the bill it could just be an increase of $662,117 in the estimated income line which would be on line 6 of page 2 and that same decrease on line 7, the general fund total.

Chairman Skarphol: How about the changes further down on P. 6, the amendment to provide $14,000 general funds for the teacher of the year program. How is that different from what we were talking about just a little bit ago?

Sandness: It's not.

Chairman Skarphol: An amendment to adjust the salary of the school health director. What's that one about?

Morrissette: That would be a funding source switch to increase the general fund total for the bill by that amount and decrease the other fund's authority. The salary for that person wouldn't change but they have a federal audit finding that the person's responsibilities don't match the state's share of funding for the position, so they need to increase the State's share of the funding, and decrease the federal share to more closely correspond with their state and federal duties.

Rep. Wald: Move to make the changes reflected on P. 6.

Rep. Kroeber: Second.

Roll Call Vote: Yes 8, No 0, Absent 0. Motion passed.

Rep. Hawken: Move to give North Dakota Teacher Centers Network$50,000.

Rep. Martinson: Second.

Rep. Klein: Where are these located?

Rep. Hawken: they are spread out, Minot and other cities for a total of nine.

Roll Call Vote: Yes 7, No 1, Absent 0. Motion passed.

The discussion on HB 1013 is adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 10, 2009

Recorder Job Number: 9135

Committee Clerk Signature Shirley Banning

Minutes:

Chairman Skarphol: called the meeting to order discuss amendments to HB 1013.

Rep. Martinson: I would move that we accept the amendments subject to us looking at them tomorrow when we get the hard copy, and if anyone has a problem with any of 'em, then you call us back into section.

Rep. Hawken: Second

Chairman Skarphol: The only issue I have with that is there is a number of FTEs here that we didn't deal with. If you look at the green sheet, there are four listed on the green sheet. Do you have any opinions about these FTEs? 94.75 and this would give them 99.75.

Rep. Hawken: Take out the general funded FTEs.

Chairman Skarphol: Take out the general funded, is that a motion?

Rep. Hawken: Yes.

Rep. Wald: Second the motion.

Rep. Kroeber: Do we have a clue what they do?

Chairman Skarphol: It says, assistant director

Joe Morrissette, OMB Staff: I found some information, the two that were added in the school approval and accreditation division, those were to do three things that related to the

commission's recommendations. To evaluate the professional development plan, to manage the instructional coaching grant program and to oversee curriculum development in school districts.

Chairman Skarphol: They got 3.5 vacant positions, here they are asking for 3 more. Obviously they are in a position to fill the vacant ones, recruiting, etc. They have been vacant for 6, 7, 8 months, and one is 3 months. We have a motion and a second to remove three of them.

Rep. Hawken: Since several of those have to do with pieces that we took out, are maybe gonna be put back in. When we know that we could decide what to do with the FTEs.

Chairman Skarphol: We'll vote on the motion to remove the 3 FTEs in items # 3 and 4 on the green sheet.

Do Pass: Yes 8, No 0, Absent 0.

Chairman Skarphol: Rep. Martinson, you made a motion earlier.

Rep. Martinson: I move that we accept the amendments subject to us reviewing them tomorrow when they are in hard copy. If anyone has a thought on them that they are not correct, that you would call us back in.

Rep. Hawken: Second.

Do Pass: Yes 7, No 1, Absent 0.

Chairman Skarphol: Do we have a motion to Do Pass as amended?

Rep. Hawken: Motion to Pass as amended.

Rep. Klein: Second.

Do Pass: Yes 8, No 0, Absent 0. Carrier, Chairman Skarphol.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 13, 2009

Recorder Job Number: 9430

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Let's go back to HB 1013. Page 2 of the second half.

Sandness: Reviewing with the Committee, the Statement of Purpose and the amendments for **HB 1013, 98014.0107.** I combined what was amended in full committee into this.

Chairman Skarphol: The BARS errors are reflected.

There were no changes to vision services, State Library there were no changes. HB 1017 is not here yet.

I didn't do the math, but I am assuming on P. 2, that the Adjusting Funding Sources comes out to $662,177 in additional general funds being reflected in this budget.

Sandness: That is for the first 2 items. That is the net effect of the $800,000 and the $137,000. That 1218 is not included in the number you just gave me. They are kinda separate.

Chairman Skarphol: Adjourn to go to Full Committee.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1013

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 17, 2009

Recorder Job Number: 9645

Committee Clerk Signature Jan Friedle

Minutes:

Rep. Skarphol distributed and explained amendment .0107 (Attachment A). The overall effect of our Committee's action was a reduction of $10,380,285 to this budget. That is the net effect. The reduction to DPI was 1,404,785 and 3 FTEs. This decrease state school aid funding by $7,060,000 and removes the Pre-K funding of $3.5 million. In HB 1400, which this Committee passed, we added back in $1.5 to Pre-K pilot programs. He continued through the "statement of purpose" attached to the amendment and then the individual sections and how they relate to the statement.

Rep. Hawken: (re Section 17) This was a request between Fargo and Bismarck. There are four students in the state that have a (?) condition. This amendment allows for the agency to do the placing for summer school instead of the parent.

Rep Skarphol: In investigating the issue of Adult Education, they currently have about 2000 clients. They have had to turn away about 200 people that wanted to improve their educational skills. They also had a request to put in more sites. They are also looking at a decline in federal monies available to them. The funds granted to them will give the ability to add more sites and provide assessment testing. **I move amendment .0107**.

Rep. Hawken: Second

Rep. Bellew: Was there any consideration to giving more to the Gifted and Talented program? If feel they are being neglected in this state. There are a group of kids out there that need to be more inspired. Right now we are just pushing them off to the side.

Rep. Skarphol: We did not discuss raising that.

Rep. Dosch: What's the percentage increase in this budget?

Rep. Skarphol: 15.2%.

A voice vote was taken to adopt amendment 98014.0107. The amendment was adopted.

Rep. Skarphol distributed another amendment (Attachment B) that he put together outside of the Section. It has to do with the new initiatives that are in the Education Commission's recommendation and the alternate utilization of those dollars. This is different from .0107 as shown in the handout (Attachment C) What I am proposing is that as an alternative to those top five categories we pool that money and create an adequacy grant to each school based on the weighted pupils and allow the school the flexibility to choose which one of these five they were interested in doing. The reason I'm suggesting this is when you look at the dollars and divide it by the students some of the smaller schools will get so little money that they will get 20 minutes might only get 20 minutes with an advisor. It's an issue of size and benefits. I would suggest to you that there would be more value to some schools to have the ability to have that flexibility and utilize those dollars in whatever way they wish.

Rep. Wieland: Is there additional cost to make this change?

Rep. Skarphol: I can't imagine that there would be. It utilizes the same dollars but gives the schools the flexibility.

Rep. Ekstrom: These recommendations were recommended by the national group that came in. If we're going to have adequacy and some sort of consistency we need to stay at some

statewide model? Every student in every school in every town should be moving forward as fast as we can get them in all areas of adequacy. If we let them pick and choose too much we might lose that.

Rep. Skarphol: I agree for the most part; but when you look at hiring 70 tutors, that's a number of people. The large schools will probably need more than one which reduces the number available for the smaller schools. By the time they do their traveling they are only going to be available for a short period of time for the number of students that are there.

Rep. Nelson: I like this concept. It's good to allow local school boards and administration to have some flexibility in the management of their schools. But as far as the distribution formula, t the same as the formula in HB 1400?

Rep. Skarphol: The only thing that may be different would be the Pre-K which is a pilot program because there was a restricted eligibility as to the utilization of that. We are not changing the amount of money; we are just changing the mechanism the school could use.

Rep. Hawken: I don't know that this is a bad idea either. But what Rep. Ekstrom said is true if we are trying to reach a level of adequacy this is not the way to do it. We didn't have a chance to discuss this. I think we should look at this over the next biennium. The study has been done and lots of people have weighed in on this. I'm not sure why we want to change this. I don't see the value in not even trying to get to that high level.

Chm. Svedjan: Given the flexibility that you are advocating here, do these amendments require the schools address all five of those areas to some degree or could they take all the money and plow it into one thing.

Rep. Skarphol: It was my intention that they could plow it into one thing and possibly do that for a year or two and then change.

Allen Knudson nodded in agreement.

Chm. Svedjan: Would that be a deviation from policy?

Rep. Skarphol: Yes.

Rep. Onstad: If we go back and pull out HB 1400, if this is adopted the dollars would go directly to those schools on a per pupil basis, would Section 41 and Section 42 go away? It dedicates those same dollars.

Rep. Skarphol: It was not my desire to do away with mentioning of these initiatives in the bills. There is a repealer for Sections 40, 41 and 42. I do not believe the references to those programs go away. The appropriations would be amended back into this

Rep. Wald: Pre-K would not be included in the adequacy grants.

Rep. Skarphol: It would be one of them. It could be utilized by a school if they so desired.

Rep. Wald: I don't see it listed.

Rep. Skarphol: It would be my intent that it be included.

Rep. Ekstrom: I would want to be very clear with the legislative intent. I understand the need for some flexibility. I would like Representative Kelsch weigh in on this.

Rep. RaeAnn Kelsch, District 34: I think Rep. Skarphol has represented his amendment accurately. There are some challenges to what he is offering. His offering is affecting policy and policy in HB 1400. I think you need to bear that in mind as you deliberate. The Pre-K pilot projects would be unworkable in this situation. Pooling this money together defeats the purpose of all of the adequacy study. When you talk about career advisors was to ensure that we had these people in these school districts. I think there are a lot of good things in HB 1400 and HB 1013 that will increase revenues for the small school districts. I'm not sure having a pool of money is necessarily in the best interest of what we did for the adequacy study. There hasn't been a hearing for it. It is an idea not discussed previously or in any of the Commission meetings or the House Education meetings. It is a new idea.

Rep. Skarphol: The House Education Committee dealt in appropriations as well by reinserting the Pre-K, the mentorship, and the instructional coaching back in to 1400 which is the policy bill.

Rep. Kelsch: That is the direction I was given.

Rep. Skarphol: I move amendment .0108 for purposes of a vote.

Rep. Kempenich: Second.

A voice vote was taken: Uncertain. A roll call vote was taken: Yes: 11, No: 13, Absent 1 (Kerzman) **The motion failed.**

Rep. Bellew: This program (Gifted and Talented) has been overlooked. These students need to be challenged. I would **propose an amendment to double the appropriation from $400,000 to $800,000.**

Rep. Ekstrom: Second.

Rep. Bellew: This program has been neglected by K-12 education over the past number of years. It has remained at $400,000 ever since I have been a legislator.

Rep. Thoreson: What do you expect the additional $400k to buy us?

Rep. Bellew: I expect the program to be extended to more than a teacher going into the classroom and teaching them puppets. I would like more challenge in the Science and the Math areas. These kids right now are being neglected in public education.

Rep. Hawken: This is a good amendment and there is a lot that could be done for those students. There could be the potential for some curriculum writing that could be beneficial. I certainly should have seen this oversight on the Committee's part. There are a number of positive things that could be done in that area for those students.

Rep. Ekstrom: I have had work from each of the four elementary schools in my district and I have had word from them that if they could get some additional money to enrich programs for the gifted students it would improve these kids' lives.

Rep. Dosch: Shouldn't this be the job of DPI? Do they not see this? This is the problem we need to look at before we keep throwing money at them. Make them do their jobs.

A roll call vote was taken on the amendment to increase to $800,000 section 8 of the bill dealing with Gifted and Talented. The vote was uncertain.

A roll call vote was taken: Yes: 20, No: 4, Absent: 1 (Kerzman)

The motion passed.

Rep. Skarphol: Mr. Knudson informed me that we have a duplicate appropriation in this bill since 1400 passed out of this committee. We have a $2.3 million for a mentorship program and $500,000 for instructional coaching in both bills. **I move to remove to them from this budget.**

Rep. Nelson: Second.

A voice vote was taken: The amendment to remove the $2.3 million and $500,000 because of duplication was accepted.

Rep. Skarphol: I move Do Pass HB 1013 as amended.

Rep. Hawken: Second.

A roll call vote was taken: Yes: 20, No: 4, Absent: 1 (Kerzman)

HB 1013 as amended passed.

Representative Skarphol will carry the bill.

HB 1013 January 20, 2009
attachment # 22

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 2, line 6, replace 34,136,908 with 34,799,025 and replace 359,805,146 with 360,467,263

Page 2, line 7, replace $109,879,166 with $109,217,049 and replace $820,302,441 with $819,640,324

Page 3, line 17, replace $111,808,961 with $111,146,844 and replace $834,418,123 with $833,756,006

Page 2, line 18, replace $34,467,518 with $35,129,635 and replace $363,899,884 with $364,562,001

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment, proposed by the Office of Management and Budget, corrects errors included in the executive budget recommendation. The errors resulted from input errors in the Department of Public Instruction budget request and application errors in the BARS system. The result of these errors is the executive recommendation for the state school aid line item includes an additional $800,000 from the general fund, but is short $800,000 in other funds authority. The grants – other grants line item is short $137,883 in general fund authority and has an excess $137,883 in other funds authority. Combining the funding source adjustments for these two lines results in a proposed $662,117 general fund reduction and an increase in other funds authority of the same amount. Although this amendment reduces the overall funding included in the executive budget, it reflects amounts intended to be included in the executive budget.

98014.0101
Title.

Prepared by the Legislative Council staff for
Representative Carlson
January 14, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 4, remove "to create"

Page 1, remove line 5

Page 1, line 6, remove "levy reduction grants;"

Page 5, remove lines 21 through 30

Page 6, remove lines 1 through 12

Page 7, remove lines 26 through 30

Page 8, remove lines 1 through 11

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment removes Sections 9, 10, and 16 relating to a mentorship grant program, an instructional coaching pilot project, and mill levy reduction grants to school districts.

Date: 1/19/09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0101

Action Taken Adopt amendment .0101

Motion Made By Skarphol Seconded By Klein

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	—	
Rep. Thoreson	✓		Rep. Kaldor		✓
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew	✓		Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 23 No 1

Absent 1

Floor Assignment

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

Date: 1/19/09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken motion to reconsider action on .0101

Motion Made By _____ Seconded By _____

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote - uncertain

Date: 1/19/09
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken motion to reconsider action on .0101

Motion Made By Kreidt Seconded By Thoreson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol		✓	Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad	✓	
Rep. Hawken		✓	Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer		✓	Rep. Glassheim	—	—
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg		✓	Rep. Meyer	✓	
Rep. Dosch		✓			
Rep. Pollert	✓		Rep. Ekstrom	—	—
Rep. Bellew	✓		Rep. Kerzman		✓
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland		✓			

Total (Yes) 16 No 7

Absent 2

Floor Assignment

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

Date: 1/19/09
Roll Call Vote #: 4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0101

Action Taken Adopt Amendment .0101

Motion Made By Skarphol Seconded By Wald

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber		✓
Rep. Wald	✓		Rep. Onstad		✓
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	—				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	—	
Rep. Thoreson	✓		Rep. Kaldor		✓
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert	✓		Rep. Ekstrom	—	
Rep. Bellew	✓		Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 19 No 3

Absent 3

Floor Assignment

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

98014.0102
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Carlson
January 14, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 23, replace "110,960,000" with "107,460,000" and replace "837,125,879" with "833,625,879"

Page 2, line 5, replace "144,016,074" with "140,516,074" and replace "1,180,107,587" with "1,176,607,587"

Page 2, line 7, replace "109,879,166" with "106,379,166" and replace "820,302,441" with "816,802,441"

Page 3, line 17, replace "111,808,961" with "108,308,961" and replace "834,418,123" with "830,918,123"

Page 3, line 19, replace "146,276,479" with "142,776,479" and replace "1,198,318,007" with "1,194,818,007"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction			
Total all funds	$1,180,107,587	($3,500,000)	$1,176,607,587
Less estimated income	359,805,146		359,805,146
General fund	$820,302,441	($3,500,000)	$816,802,441
State Library			
Total all funds	$6,620,085	$0	$6,620,085
Less estimated income	1,939,695		1,939,695
General fund	$4,680,390	$0	$4,680,390
School for the Deaf			
Total all funds	$7,429,082	$0	$7,429,082
Less estimated income	1,334,461		1,334,461
General fund	$6,094,621	$0	$6,094,621
Vision Services - School for the Blind			
Total all funds	$4,161,253	$0	$4,161,253
Less estimated income	820,582		820,582
General fund	$3,340,671	$0	$3,340,671
Bill Total			
Total all funds	$1,198,318,007	($3,500,000)	$1,194,818,007
Less estimated income	363,899,884		363,899,884
General fund	$834,418,123	($3,500,000)	$830,918,123

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

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$13,699,001		$13,699,001
Operating expenses	30,991,986		30,991,986
Grants - State school aid	837,125,879	($3,500,000)	833,625,879
Grants - Special education contracts	15,500,000		15,500,000
Grants - Transportation	38,500,000		38,500,000
Grants - Other grants	244,165,721		244,165,721
Transportation efficiency	30,000		30,000
National board certification	95,000		95,000

Total all funds	$1,180,107,587	($3,500,000)	$1,176,607,587
Less estimated income	359,805,146		359,805,146
General fund	$820,302,441	($3,500,000)	$816,802,441
FTE	99.75	0.00	99.75

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

	REMOVES PREKINDERGARTEN FUNDING 1	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Grants - State school aid	($3,500,000)	($3,500,000)
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
Transportation efficiency		
National board certification		
Total all funds	($3,500,000)	($3,500,000)
Less estimated income		
General fund	($3,500,000)	($3,500,000)
FTE	0.00	0.00

1 The grants - state school aid line item is reduced by $3,500,000 from the general fund to remove the estimated funding included in the executive budget for a prekindergarten program during the second year of the biennium.

Date: 1/19/09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0102

Action Taken Adopt amendment .0102

Motion Made By Berg Seconded By Wieland

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	—		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad		✓
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	—				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	—	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	—	
Rep. Dosch	—				
Rep. Pollert	✓		Rep. Ekstrom	—	
Rep. Bellew	✓		Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 18 No 1

Absent 6

Floor Assignment

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

Date: January 30, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Martinson Seconded By Rep. Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken			Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 13 No 0

Absent 1

Bill Carrier

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

Verbal amendment
Gov school
Increase 45,000

Date: January 30, 2009
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Wald Seconded By Rep. Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken			Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 0

Absent 1

Bill Carrier _____

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

Verbal amendment

Geographic alliance
Increase 101,000 one time

Date: January 30, 2009
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. Martinson Seconded By Rep. Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken			Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 0

Absent 1

Bill Carrier

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

Rep. Monson's amendment 980.14.0103
change Section 4
contingency fund to transportation
instead of maintenance

Date: January 30, 2009
Roll Call Vote #: 4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number amendment pending

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Hawken Seconded By Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber		✓
Francis Wald – Vice Chairman	✓		Kenton Onstad		✓
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 6 No 2

Absent 0

Bill Carrier Rep. Hawken

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

Verbal agreement to reduce by $ 7,060,000 in general fund

Date: Feb. 2, 2009
Roll Call Vote #: 5

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Wald Seconded By Rep. Williams

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 0

Absent 1

Bill Carrier

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

Change 10M to 5M

Date: February 2, 2009
Roll Call Vote #: 6

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Martinson Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken			Clark Williams	✓	
Matthew M. Klein					
Bob Martinson	✓				

Total Yes 6 No 0

Absent 2

Bill Carrier _____

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

$75,000 to Atlantic Bridge.

Date: Feb. 6, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. Martinson Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier _____

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

Incorporate into an amendment
Add $500,000

Date: Feb. 6, 2009
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. Hawken Seconded By Rep. Onstad

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier _____

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

allow adult ed to Grant money

98014.0104
Title.

Prepared by the Legislative Council staff for
Representative Hawken
January 30, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 6, after "15.1-02-02" insert "and subsection 6 of section 15.1-29-14"

Page 1, line 7, after "instruction" insert "and special education cost reimbursements"

Page 7, after line 25, insert:

"**SECTION 16. AMENDMENT.** Subsection 6 of section 15.1-29-14 of the North Dakota Century Code is amended and reenacted as follows:

6. a. An amount equal to the state average per student elementary or high school cost, depending on the student's grade of enrollment, is payable to the admitting district or facility as part of the cost of educating the student for the school year. The payment may not exceed the actual per student cost incurred by the admitting district or facility.

   b. The remainder of the actual cost of educating the student not covered by other payments or credits must be paid by the state, within the limits of legislative appropriations, from funds appropriated for the payment of special education contract charges in the case of a student with disabilities or from state aid payments to schools in all other cases. For purposes of this subdivision, "actual costs" includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student."

Renumber accordingly

Date: Feb. 6, 2009
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0104

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. Hawken Seconded By Rep. Onstad

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier

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

Do pass to add clarity to supervision/authority to provide payment to schools for summer programs.

Prepared by the Legislative Council staff for
Representative Skarphol
February 3, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 7, after the semicolon insert "to provide for the development and implementation of a future services plan for the school for the deaf;"

Page 8, after line 11, insert:

"**SECTION 17. FUTURE SERVICES PLAN AND IMPLEMENTATION - SCHOOL FOR THE DEAF.** The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. As part of the plan, the department of public instruction and school for the deaf shall:

1. Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.

2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.

3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.

4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.

5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.

6. Develop a long-range site and facility plan for the school for the deaf campus."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment provides for the development and implementation of a future services plan for the School for the Deaf.

Date: Feb. 6, 2009
Roll Call Vote #: 4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0105

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Martinson Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman			Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier

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

Date: Feb. 6, 2009
Roll Call Vote #: 5

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. K Klein Seconded By Rep. Williams

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman			Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 0

Absent ~~0~~ 1

Bill Carrier _____

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

Write amendment
Money necessary to remove
infirmary

Date: Feb 9
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Wald Seconded By Rep. Kroeber

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier _____

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

Date: Feb 9, 2009
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Hawken Seconded By Rep Martinson

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	.	✓	Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 1

Absent 0

Bill Carrier _____

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

Date: Feb. 10, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Hawken Seconded By Rep. Wald

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber		✓
Francis Wald – Vice Chairman	✓		Kenton Onstad		✓
Kathy Hawken	✓		Clark Williams	/	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 6 No 2

Absent _____

Bill Carrier _____

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

Remove items
Send it to the Senate chart.

Date: Feb. 10, 2009
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Martinson Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	·	✓
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 7 No 1

Absent _____

Bill Carrier _____

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

Date: Feb. 10, 2009
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Rep. Hawken Seconded By Rep. Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier Rep. Skarphol

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

Do pass Amended Bill

Attachment A
2/17/09

98014.0107
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
February 12, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 4, replace "to create" with "to provide for the development and implementation of a future services plan for the school for the deaf;"

Page 1, remove line 5

Page 1, line 6, remove "levy reduction grants;" and after "15.1-02-02" insert "and subsection 6 of section 15.1-29-14"

Page 1, line 7, after "instruction" insert "and special education cost reimbursements"

Page 1, line 21, replace "2,283,467" with "1,933,302" and replace "13,699,001" with "13,348,836"

Page 1, line 22, replace "11,253,692" with "11,242,300" and replace "30,991,986" with "30,980,594"

Page 1, line 23, replace "110,960,000" with "100,400,000" and replace "837,125,879" with "826,565,879"

Page 2, line 2, replace "16,463,915" with "17,629,915" and replace "244,165,721" with "245,331,721"

Page 2, line 5, replace "144,016,074" with "134,260,517" and replace "1,180,107,587" with "1,170,352,030"

Page 2, line 6, replace "34,136,908" with "34,786,136" and replace "359,805,146" with "360,454,374"

Page 2, line 7, replace "109,879,166" with "99,494,381" and replace "820,302,441" with "809,897,656"

Page 2, line 8, replace "5.00" with "2.00" and replace "99.75" with "96.75"

Page 2, line 26, replace "138,140" with "162,640" and replace "188,140" with "212,640"

Page 2, line 28, replace "1,099,626" with "1,124,126" and replace "7,429,082" with "7,453,582"

Page 2, line 30, replace "804,183" with "828,683" and replace "6,094,621" with "6,119,121"

Page 3, line 17, replace "111,808,961" with "101,428,676" and replace "834,418,123" with "824,037,838"

Page 3, line 18, replace "34,467,518" with "35,116,746" and replace "363,899,884" with "364,549,112"

Page 3, line 19, replace "146,276,479" with "136,545,422" and replace "1,198,318,007" with "1,188,586,950"

Page 3, line 27, replace "125,000" with "226,000"

Page 3, line 28, replace "625,000" with "726,000"

Page 4, line 7, replace "761,200" with "862,200"

Page 5, replace lines 21 through 30 with:

"**SECTION 9. GENERAL EDUCATIONAL DEVELOPMENT GRADUATE ASSESSMENT - FUNDING.** The department of public instruction shall make available, from funds appropriated in subdivision 1 of Section 1 of this Act, for the state assessment program, amounts necessary, as requested by adult education providers to defray the costs of assessment testing of general educational development diploma graduates for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 10. TEACHER OF THE YEAR PROGRAM - FUNDING. The department of public instruction shall administer a teacher of the year program for the biennium beginning July 1, 2009, and ending June 30, 2011. The department of public instruction shall assign responsibility to its department staff to coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department of public instruction may not include more than one representative from any education-related organization or association."

Page 6, remove lines 1 through 12

Page 6, line 24, replace "**SCHOOL DISTRICT - DEFERRED**" with "**SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.**"

Page 6, remove line 25

Page 6, line 27, replace "10,000,000" with "5,000,000"

Page 6, replace lines 29 and 30 with "providing supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 7, remove lines 1 and 2

Page 7, line 7, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, remove lines 8 through 10

Page 7, line 16, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, replace lines 17 through 19 with:

"4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive

under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly.

SECTION 15. FUTURE SERVICES PLAN AND IMPLEMENTATION - SCHOOL FOR THE DEAF. The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. As part of the plan, the department of public instruction and school for the deaf shall:

1. Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.

2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.

3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.

4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.

5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.

6. Develop a long-range site and facility plan for the school for the deaf campus."

Page 7, replace lines 26 through 30 with:

"**SECTION 17. AMENDMENT.** Subsection 6 of section 15.1-29-14 of the North Dakota Century Code is amended and reenacted as follows:

6. a. An amount equal to the state average per student elementary or high school cost, depending on the student's grade of enrollment, is payable to the admitting district or facility as part of the cost of educating the student for the school year. The payment may not exceed the actual per student cost incurred by the admitting district or facility.

   b. The remainder of the actual cost of educating the student not covered by other payments or credits must be paid by the state, within the limits of legislative appropriations, from funds appropriated for the payment of special education contract charges in the case of a student with disabilities or from state aid payments to schools in all other cases. For purposes of this subdivision, "actual costs" includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student."

Page 8, remove lines 1 through 11

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0109 FN 3

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

ıse Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$1,180,107,587	($9,755,557)	$1,170,352,030
Less estimated income	359,805,146	649,228	360,454,374
General fund	$820,302,441	($10,404,785)	$809,897,656
State Library			
Total all funds	$6,620,085	$0	$6,620,085
Less estimated income	1,939,695	0	1,939,695
General fund	$4,680,390	$0	$4,680,390
School for the Deaf			
Total all funds	$7,429,082	$24,500	$7,453,582
Less estimated income	1,334,461	0	1,334,461
General fund	$6,094,621	$24,500	$6,119,121
Vision Services - School for the Blind			
Total all funds	$4,161,253	$0	$4,161,253
Less estimated income	820,582	0	820,582
General fund	$3,340,671	$0	$3,340,671
Bill total			
Total all funds	$1,198,318,007	($9,731,057)	$1,188,586,950
Less estimated income	363,899,884	649,228	364,549,112
General fund	$834,418,123	($10,380,285)	$824,037,838

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

	Executive Budget	House Changes	House Version
Salaries and wages	$13,699,001	($350,165)	$13,348,836
Operating expenses	30,991,986	(11,392)	30,980,594
Grants - State school aid	837,125,879	(10,560,000)	826,565,879
Grants - Special education contracts	15,500,000		15,500,000
Grants - Transportation	38,500,000		38,500,000
Grants - Other grants	244,165,721	1,166,000	245,331,721
Transportation efficiency	30,000		30,000
National board certification	95,000		95,000
Total all funds	$1,180,107,587	($9,755,557)	$1,170,352,030
Less estimated income	359,805,146	649,228	360,454,374
General fund	$820,302,441	($10,404,785)	$809,897,656
FTE	99.75	(3.00)	96.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Decreases State School Aid Funding[1]	Removes Prekindergarten Funding[2]	Increases Funding for Other Grants[3]	Adjusts Funding Source for State School Aid[4]	Adjusts Funding Source for Other Grants[5]	Adjusts Funding Source for School Health Director[6]
Salaries and wages						
Operating expenses						
Grants - State school aid	(7,060,000)	(3,500,000)				
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants			1,166,000			
Transportation efficiency						
National board certification						
Total all funds	($7,060,000)	($3,500,000)	$1,166,000	$0	$0	$0
Less estimated income	0	0	0	800,000	(137,883)	(12,889)
General fund	($7,060,000)	($3,500,000)	$1,166,000	($800,000)	$137,883	$12,889
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Provides Funding for Teacher of the Year Program[7]	Removes New FTE Positions[8]	Total House Changes
Salaries and wages		($350,165)	($350,165)
Operating expenses	14,000	(25,392)	(11,392)
Grants - State school aid			(10,560,000)
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			1,166,000
Transportation efficiency			
National board certification			
Total all funds	$14,000	($375,557)	($9,755,557)
Less estimated income	0	0	649,228
General fund	$14,000	($375,557)	($10,404,785)
FTE	0.00	(3.00)	(3.00)

[1] The grants - state school aid line item is reduced by $7,060,000 from the general fund.

[2] The grants - state school aid line item is reduced by $3,500,000 from the general fund to remove funding included in the executive budget for a prekindergarten program during the second year of the 2009-11 biennium.

[3] This amendment increases funding for other grants as follows:

	General Fund Increase	Total General Fund
North Central Council for School Television	$395,000	$445,000
North Dakota Geographic Alliance	101,000	226,000
Governor's School	45,000	410,000
Atlantik-Brucke teacher exchange program	75,000	75,000
Adult education grants	500,000	1,555,000
Teacher center network	50,000	360,000
Total general fund	$1,166,000	$3,071,000

.iis amendment increases funding from special funds and decreases funding from the general fund for state school aid grants.

[5] This amendment increases funding from the general fund and decreases funding from special funds for other grants.

[6] This amendment increases funding from the general fund and decreases funding from federal funds for the school health director position to provide that 20 percent of the funding is from the general fund.

[7] This amendment increases funding for operating expenses to provide funding for a North Dakota teacher of the year program.

[8] This amendment removes funding for 2 FTE assistant director positions and 1 FTE administrative assistant position ($350,165) and related operating expenses ($25,392).

This amendment also:

- Removes Sections 9, 10, and 16 relating to a mentorship grant program, an instructional coaching pilot project, and mill levy reduction grants to school districts.
- Amends Section 14 to decrease the contingent appropriation to $5 million and provides that the funds be provided for supplemental transportation payments.
- Adds a section requiring the Department of Public Instruction to use assessment funds to pay for testing of general educational development diploma graduates, if requested by adult education providers.
- Adds a section to amend subsection 6 of Section 15.1-29-14 to provide that "actual costs" used to determine the total cost in excess of the statewide average cost per student includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student.
- Adds a section to require the Department of Public Instruction to administer a teacher of the year program for the 2009-11 ›iennium. The department shall assign responsibility to its department staff to coordinate the annual event, including application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department may not include more than one representative from any education-related organization or association.

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

	Executive Budget	House Changes	House Version
Salaries and wages	$5,503,734		$5,503,734
Operating expenses	1,638,603		1,638,603
Capital assets	188,140	24,500	212,640
Deferred maintenance	98,605		98,605
Total all funds	$7,429,082	$24,500	$7,453,582
Less estimated income	1,334,461	0	1,334,461
General fund	$6,094,621	$24,500	$6,119,121
FTE	43.94	0.00	43.94

Department No. 252 - School for the Deaf - Detail of House Changes

	Provides Funding for Infirmary Demolition[1]	Total House Changes
Salaries and wages		
Operating expenses		
Capital assets	24,500	24,500
Deferred maintenance		
Total all funds	$24,500	$24,500
Less estimated income	0	0
General fund	$24,500	$24,500
FTE	0.00	0.00

[1] This amendment increases funding for extraordinary repairs for the demolition and removal of the old infirmary building.

This amendment also adds a section to provide for the development and implementation of a future services plan for the School for the Deaf.

Date: 2/17/09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

Rerun 31

☐ Check here for Conference Committee

Legislative Council Amendment Number 98014.0107

Action Taken adopt amend. 0107

Motion Made By Skarphol Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol					
Rep. Wald			Rep. Kroeber		
Rep. Hawken			Rep. Onstad		
Rep. Klein			Rep. Williams		
Rep. Martinson					
Rep. Delzer					
Rep. Thoreson			Rep. Glassheim		
Rep. Berg			Rep. Kaldor		
Rep. Dosch			Rep. Meyer		
Rep. Pollert					
Rep. Bellew			Rep. Ekstrom		
Rep. Kreidt			Rep. Kerzman		
Rep. Nelson			Rep. Metcalf		
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote – carries

Attachment B
2/17/09

98014.0108
Title.
Fiscal No. 4

Prepared by the Legislative Council staff for
Representative Skarphol
February 16, 2009

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 4, replace "to create" with "to provide for the development and implementation of a future services plan for the school for the deaf;"

Page 1, remove line 5

Page 1, line 6, remove "levy reduction grants;" and after "15.1-02-02" insert "and subsection 6 of section 15.1-29-14"

Page 1, line 7, after "instruction" insert "and special education cost reimbursements; to repeal sections 40, 41, and 42 of Engrossed House Bill No. 1400 as approved by the sixty-first legislative assembly relating to appropriations for the department of public instruction"

Page 1, line 21, replace "2,283,467" with "1,933,302" and replace "13,699,001" with "13,348,836"

Page 1, line 22, replace "11,253,692" with "11,242,300" and replace "30,991,986" with "30,980,594"

Page 1, line 23, replace "110,960,000" with "93,920,000" and replace "837,125,879" with "820,085,879"

Page 2, after line 1, insert:

"Grants - Adequacy	0	10,780,000	10,780,000"

Page 2, line 2, replace "16,463,915" with "14,829,915" and replace "244,165,721" with "242,531,721"

Page 2, line 5, replace "144,016,074" with "135,760,517" and replace "1,180,107,587" with "1,171,852,030"

Page 2, line 6, replace "34,136,908" with "34,786,136" and replace "359,805,146" with "360,454,374"

Page 2, line 7, replace "109,879,166" with "100,974,381" and replace "820,302,441" with "811,397,656"

Page 2, line 8, replace "5.00" with "2.00" and replace "99.75" with "96.75"

Page 2, line 26, replace "138,140" with "162,640" and replace "188,140" with "212,640"

Page 2, line 28, replace "1,099,626" with "1,124,126" and replace "7,429,082" with "7,453,582"

Page 2, line 30, replace "804,183" with "828,683" and replace "6,094,621" with "6,119,121"

Page 3, line 17, replace "111,808,961" with "102,928,676" and replace "834,418,123" with "825,537,838"

Page 3, line 18, replace "34,467,518" with "35,116,746" and replace "363,899,884" with "364,549,112"

Page 3, line 19, replace "146,276,479" with "138,045,422" and replace "1,198,318,007" with "1,190,086,950"

Page 3, line 27, replace "125,000" with "226,000"

Page 3, line 28, replace "625,000" with "726,000"

Page 4, line 7, replace "761,200" with "862,200"

Page 5, replace lines 21 through 30 with:

"**SECTION 9. GRANTS - ADEQUACY.** The funds appropriated in the grants - adequacy line item in subdivision 1 of section 1 of this Act shall be distributed using the same formula distribution as per student payments on a pro rata basis according to the latest available average daily membership of each school district. Each school district may use these funds to defray expenses associated with student tutoring, career advisors, teacher mentoring, or instructional coaching, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 10. GENERAL EDUCATIONAL DEVELOPMENT GRADUATE ASSESSMENT - FUNDING. The department of public instruction shall make available, from funds appropriated in subdivision 1 of Section 1 of this Act, for the state assessment program, amounts necessary, as requested by adult education providers to defray the costs of assessment testing of general educational development diploma graduates for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 11. TEACHER OF THE YEAR PROGRAM - FUNDING. The department of public instruction shall administer a teacher of the year program for the biennium beginning July 1, 2009, and ending June 30, 2011. The department of public instruction shall assign responsibility to its department staff to coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department of public instruction may not include more than one representative from any education-related organization or association."

Page 6, remove lines 1 through 12

Page 6, line 24, replace "**SCHOOL DISTRICT - DEFERRED**" with "**SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.**"

Page 6, remove line 25

Page 6, line 27, replace "10,000,000" with "5,000,000"

Page 6, replace lines 29 and 30 with "providing supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 7, remove lines 1 and 2

Page 7, line 7, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, remove lines 8 through 10

Page 7, line 16, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, replace lines 17 through 19 with:

"4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly.

SECTION 16. FUTURE SERVICES PLAN AND IMPLEMENTATION - SCHOOL FOR THE DEAF. The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. As part of the plan, the department of public instruction and school for the deaf shall:

1. Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.

2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.

3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.

4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.

5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.

6. Develop a long-range site and facility plan for the school for the deaf campus."

Page 7, replace lines 26 through 30 with:

"**SECTION 18. AMENDMENT.** Subsection 6 of section 15.1-29-14 of the North Dakota Century Code is amended and reenacted as follows:

6. a. An amount equal to the state average per student elementary or high school cost, depending on the student's grade of enrollment, is payable to the admitting district or facility as part of the cost of educating the student for the school year. The payment may not exceed the actual per student cost incurred by the admitting district or facility.

b. The remainder of the actual cost of educating the student not covered by other payments or credits must be paid by the state, within the

limits of legislative appropriations, from funds appropriated for the payment of special education contract charges in the case of a student with disabilities or from state aid payments to schools in all other cases. For purposes of this subdivision, "actual costs" includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student."

Page 8, replace lines 1 through 11 with:

"**SECTION 19. REPEAL.** Sections 40, 41, and 42 of Engrossed House Bill No. 1400, as approved by the sixty-first legislative assembly, are repealed."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0108 FN 4

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$1,180,107,587	($8,255,557)	$1,171,852,030
Less estimated income	359,805,146	649,228	360,454,374
General fund	$820,302,441	($8,904,785)	$811,397,656
State Library			
Total all funds	$6,620,085	$0	$6,620,085
Less estimated income	1,939,695	0	1,939,695
General fund	$4,680,390	$0	$4,680,390
School for the Deaf			
Total all funds	$7,429,082	$24,500	$7,453,582
Less estimated income	1,334,461	0	1,334,461
General fund	$6,094,621	$24,500	$6,119,121
Vision Services - School for the Blind			
Total all funds	$4,161,253	$0	$4,161,253
Less estimated income	820,582	0	820,582
General fund	$3,340,671	$0	$3,340,671
Bill total			
Total all funds	$1,198,318,007	($8,231,057)	$1,190,086,950
Less estimated income	363,899,884	649,228	364,549,112
General fund	$834,418,123	($8,880,285)	$825,537,838

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

	Executive Budget	House Changes	House Version
Salaries and wages	$13,699,001	($350,165)	$13,348,836
Operating expenses	30,991,986	(11,392)	30,980,594
Grants - State school aid	837,125,879	(17,040,000)	820,085,879
Grants - Special education contracts	15,500,000		15,500,000
Grants - Transportation	38,500,000		38,500,000
Grants - Other grants	244,165,721	(1,634,000)	242,531,721
Transportation efficiency	30,000		30,000
National board certification	95,000		95,000
Grants - Adequacy		10,780,000	10,780,000
Total all funds	$1,180,107,587	($8,255,557)	$1,171,852,030
Less estimated income	359,805,146	649,228	360,454,374
General fund	$820,302,441	($8,904,785)	$811,397,656
FTE	99.75	(3.00)	96.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Decreases State School Aid Funding[1]	Removes Prekindergarten Funding[2]	Increases Funding for Other Grants[3]	Adjusts Funding Source for State School Aid[4]	Adjusts Funding Source for Other Grants[5]	Adjusts Funding Source for School Health Director[6]
Salaries and wages						
Operating expenses						
Grants - State school aid	(7,060,000)	(3,500,000)				
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants			1,166,000			
Transportation efficiency						
National board certification						
Grants - Adequacy						
Total all funds	($7,060,000)	($3,500,000)	$1,166,000	$0	$0	$0
Less estimated income	0	0	0	800,000	(137,883)	(12,889)
General fund	($7,060,000)	($3,500,000)	$1,166,000	($800,000)	$137,883	$12,889
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Provides Funding for Teacher of the Year Program[7]	Removes New FTE Positions[8]	Provides Funding for Adequacy Grants[9]	Total House Changes
Salaries and wages		($350,165)		($350,165)
Operating expenses	14,000	(25,392)		(11,392)
Grants - State school aid			(6,480,000)	(17,040,000)
Grants - Special education contracts				
Grants - Transportation				
Grants - Other grants			(2,800,000)	(1,634,000)
Transportation efficiency				
National board certification				
Grants - Adequacy			10,780,000	10,780,000
Total all funds	$14,000	($375,557)	$1,500,000	($8,255,557)
Less estimated income	0	0	0	649,228
General fund	$14,000	($375,557)	$1,500,000	($8,904,785)
FTE	0.00	(3.00)	0.00	(3.00)

[1] The grants - state school aid line item is reduced by $7,060,000 from the general fund.

[2] The grants - state school aid line item is reduced by $3.5 million from the general fund to remove funding included in the executive budget for a prekindergarten program during the second year of the 2009-11 biennium.

[3] This amendment increases funding for other grants as follows:

	General Fund Increase	Total General Fund
North Central Council for School Television	$395,000	$445,000
North Dakota Geographic Alliance	101,000	226,000
Governor's School	45,000	410,000
Atlantik-Brucke teacher exchange program	75,000	75,000
Adult education grants	500,000	1,555,000
Teacher center network	50,000	360,000

Total general fund	$1,166,000	$3,071,000

[4] This amendment increases funding from the state tuition fund and decreases funding from the general fund for state school aid grants.

[5] This amendment increases funding from the general fund and decreases funding from special funds for other grants.

[6] This amendment increases funding from the general fund and decreases funding from federal funds for the school health director position to provide that 20 percent of the funding is from the general fund.

[7] This amendment increases funding for operating expenses to provide funding for a North Dakota teacher of the year program.

[8] This amendment removes funding for 2 FTE assistant director positions and 1 FTE administrative assistant position ($350,165) and related operating expenses ($25,392).

[9] An adequacy grants line item of $10,780,000 from the general fund and a section are added to distribute to school districts based on average daily membership for schools to use at their discretion for student tutoring, career advisors, teacher mentoring, and instructional coaching. The grants - state school aid line is reduced by $6,480,000 from the general fund to remove funding added in the executive budget for tutoring ($3,780,000) and career advisor ($2,700,000) and the grants - other grants line is reduced by $2,800,000 from the general fund to remove funding for a mentoring program ($2,300,000) and an instructional coaching pilot project ($500,000).

This amendment also:

- Removes Sections 9, 10, and 16 relating to a mentorship grant program, an instructional coaching pilot project, and mill levy reduction grants to school districts.
  Amends Section 14 to decrease the contingent appropriation to $5 million and provides that the funds be provided for supplemental transportation payments.
- Adds a section requiring the Department of Public Instruction to use assessment funds to pay for testing of general educational development diploma graduates if requested by adult education providers.
- Adds a section to amend subsection 6 of Section 15.1-29-14 to provide that "actual costs" used to determine the total cost in excess of the statewide average cost per student includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student.
- Adds a section to require the Department of Public Instruction to administer a teacher of the year program for the 2009-11 biennium. The department shall assign responsibility to its department staff to coordinate the annual event, including application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department may not include more than one representative from any education-related organization or association.
- Repeals Sections 40, 41, and 42 of Engrossed House Bill No. 1400 as approved by the 61st Legislative Assembly.

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

	Executive Budget	House Changes	House Version
Salaries and wages	$5,503,734		$5,503,734
Operating expenses	1,638,603		1,638,603
Capital assets	188,140	24,500	212,640
Deferred maintenance	98,605		98,605
Total all funds	$7,429,082	$24,500	$7,453,582
Less estimated income	1,334,461	0	1,334,461
General fund	$6,094,621	$24,500	$6,119,121
FTE	43.94	0.00	43.94

Department No. 252 - School for the Deaf - Detail of House Changes

	Provides Funding for Infirmary Demolition[1]	Total House Changes
Salaries and wages		
Operating expenses		
Capital assets	24,500	24,500
Deferred maintenance		
Total all funds	$24,500	$24,500
Less estimated income	0	0
General fund	$24,500	$24,500
FTE	0.00	0.00

[1] This amendment increases funding for extraordinary repairs for the demolition and removal of the old infirmary building.

This amendment also adds a section to provide for the development and implementation of a future services plan for the School for the Deaf.

Date: 2/17/09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Failed
Action Taken adopt amendment .0108

Motion Made By Skarphol Seconded By Kempenich

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber		✓
Rep. Wald		✓	Rep. Onstad		✓
Rep. Hawken		✓	Rep. Williams		✓
Rep. Klein	✓				
Rep. Martinson		✓			
Rep. Delzer	✓		Rep. Glassheim		✓
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg		✓	Rep. Meyer		✓
Rep. Dosch		✓			
Rep. Pollert	✓		Rep. Ekstrom		✓
Rep. Bellew	✓		Rep. Kerzman		✓
Rep. Kreidt	✓		Rep. Metcalf		✓
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 11 No 13

Absent 1

Floor Assignment

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

Voice Vote — failed

Date: 2/17/09
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken double appropriation from $400K to $800K for gifted & talented

Motion Made By Bellew Seconded By Ekstrom

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald		✓	Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson		✓	Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew	✓		Rep. Kerzman		✓
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 20 No 4

Absent 1

Floor Assignment

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

Voice Vote - unanimous

Date: 2/17/09
Roll Call Vote #: 4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Remove $2.3m from Mentorship $500K Asst. Coaching

Motion Made By Skarphol Seconded By Nelson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote – Carried

98014.0109
Title.0200
Fiscal No. 5

Prepared by the Legislative Council staff for
House Appropriations
February 17, 2009

VR
2/18/0
10811

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 4, replace "to create" with "to provide for the development and implementation of a future services plan for the school for the deaf;"

Page 1, remove line 5

Page 1, line 6, remove "levy reduction grants;" and after "15.1-02-02" insert "and subsection 6 of section 15.1-29-14"

Page 1, line 7, after "instruction" insert "and special education cost reimbursements"

Page 1, line 21, replace "2,283,467" with "1,330,606" and replace "13,699,001" with "12,746,140"

Page 1, line 22, replace "11,253,692" with "11,242,300" and replace "30,991,986" with "30,980,594"

Page 1, line 23, replace "110,960,000" with "100,800,000" and replace "837,125,879" with "826,965,879"

Page 2, line 2, replace "16,463,915" with "14,829,915" and replace "244,165,721" with "242,531,721"

Page 2, line 5, replace "144,016,074" with "131,257,821" and replace "1,180,107,587" with "1,167,349,334"

Page 2, line 6, replace "34,136,908" with "34,366,125" and replace "359,805,146" with "360,034,363"

Page 2, line 7, replace "109,879,166" with "96,891,696" and replace "820,302,441" with "807,314,971"

Page 2, line 8, replace "5.00" with "2.00" and replace "99.75" with "96.75"

Page 2, line 13, replace "656,518" with "501,421" and replace "3,285,012" with "3,129,915"

Page 2, line 16, replace "761,319" with "606,222" and replace "6,620,085" with "6,464,988"

Page 2, line 17, replace "58,442" with "35,230" and replace "1,939,695" with "1,916,483"

Page 2, line 18, replace "702,877" with "570,992" and replace "4,680,390" with "4,548,505"

Page 2, line 24, replace "738,561" with "569,456" and replace "5,503,734" with "5,334,629"

Page 2, line 26, replace "138,140" with "162,640" and replace "188,140" with "212,640"

Page 2, line 28, replace "1,099,626" with "955,021" and replace "7,429,082" with "7,284,477"

Page 2, line 29, replace "295,443" with "288,092" and replace "1,334,461" with "1,327,110"

Page 2, line 30, replace "804,183" with "$666,929" and replace "6,094,621" with "5,957,367"

Page 3, line 5, replace "431,860" with "330,886" and replace "3,410,755" with "3,309,781"

Page 3, line 9, replace "399,460" with "298,486" and replace "4,161,253" with "4,060,279"

Page 3, line 10, replace "(23,275)" with "(35,546)" and replace "820,582" with "808,311"

Page 3, line 11, replace "422,735" with "334,032" and replace "3,340,671" with "3,251,968"

Page 3, line 17, replace "111,808,961" with "98,463,649" and replace "834,418,123" with "821,072,811"

Page 3, line 18, replace "34,467,518" with "34,653,901" and replace "363,899,884" with "364,086,267"

Page 3, line 19, replace "146,276,479" with "133,117,550" and replace "1,198,318,007" with "1,185,159,078"

Page 3, line 27, replace "125,000" with "226,000"

Page 3, line 28, replace "625,000" with "726,000"

Page 4, line 7, replace "761,200" with "862,200"

Page 5, line 10, replace "$400,000" with "$800,000"

Page 5, replace lines 21 through 30 with:

"**SECTION 9. GENERAL EDUCATIONAL DEVELOPMENT GRADUATE ASSESSMENT - FUNDING.** The department of public instruction shall make available, from funds appropriated in subdivision 1 of section 1 of this Act, for the state assessment program, amounts necessary, as requested by adult education providers to defray the costs of assessment testing of general educational development diploma graduates for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 10. TEACHER OF THE YEAR PROGRAM - FUNDING. The department of public instruction shall administer a teacher of the year program for the biennium beginning July 1, 2009, and ending June 30, 2011. The department of public instruction shall assign responsibility to its department staff to coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department of public instruction may not include more than one representative from any education-related organization or association."

Page 6, remove lines 1 through 12

Page 6, line 24, replace "**SCHOOL DISTRICT - DEFERRED**" with "**SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.**"

Page 6, remove line 25

Page 6, line 27, replace "$10,000,000" with "$5,000,000"

Page 6, replace lines 29 and 30 with "providing supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 7, remove lines 1 and 2

Page 7, line 7, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, remove lines 8 through 10

Page 7, line 16, replace "forward to each eligible school district:" with "provide $5,000,000 as supplemental transportation aid payments to school districts."

Page 7, replace lines 17 through 19 with:

"4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly.

SECTION 15. FUTURE SERVICES PLAN AND IMPLEMENTATION - SCHOOL FOR THE DEAF. The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. As part of the plan, the department of public instruction and school for the deaf shall:

1. Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.

2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.

3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.

4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.

5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.

6. Develop a long-range site and facility plan for the school for the deaf campus."

Page 7, replace lines 26 through 30 with:

"**SECTION 17. AMENDMENT.** Subsection 6 of section 15.1-29-14 of the North Dakota Century Code is amended and reenacted as follows:

6. a. An amount equal to the state average per student elementary or high school cost, depending on the student's grade of enrollment, is

payable to the admitting district or facility as part of the cost of educating the student for the school year. The payment may not exceed the actual per student cost incurred by the admitting district or facility.

b. The remainder of the actual cost of educating the student not covered by other payments or credits must be paid by the state, within the limits of legislative appropriations, from funds appropriated for the payment of special education contract charges in the case of a student with disabilities or from state aid payments to schools in all other cases. For purposes of this subdivision, "actual costs" includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student."

Page 8, remove lines 1 through 11

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0109 FN 5

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	Executive Budget	House Changes	House Version
Department of Public Instruction			
Total all funds	$1,180,107,587	($12,758,253)	$1,167,349,334
Less estimated income	359,805,146	229,217	360,034,363
General fund	$820,302,441	($12,987,470)	$807,314,971
State Library			
Total all funds	$6,620,085	($155,097)	$6,464,988
Less estimated income	1,939,695	(23,212)	1,916,483
General fund	$4,680,390	($131,885)	$4,548,505
School for the Deaf			
Total all funds	$7,429,082	($144,605)	$7,284,477
Less estimated income	1,334,461	(7,351)	1,327,110
General fund	$6,094,621	($137,254)	$5,957,367
Vision Services - School for the Blind			
Total all funds	$4,161,253	($100,974)	$4,060,279
Less estimated income	820,582	(12,271)	808,311
General fund	$3,340,671	($88,703)	$3,251,968
Bill total			
Total all funds	$1,198,318,007	($13,158,929)	$1,185,159,078
Less estimated income	363,899,884	186,383	364,086,267
General fund	$834,418,123	($13,345,312)	$821,072,811

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

	Executive Budget	House Changes	House Version
Salaries and wages	$13,699,001	($952,861)	$12,746,140
Operating expenses	30,991,986	(11,392)	30,980,594
Grants - State school aid	837,125,879	(10,160,000)	826,965,879
Grants - Special education contracts	15,500,000		15,500,000
Grants - Transportation	38,500,000		38,500,000
Grants - Other grants	244,165,721	(1,634,000)	242,531,721
Transportation efficiency	30,000		30,000
National board certification	95,000		95,000
Total all funds	$1,180,107,587	($12,758,253)	$1,167,349,334
Less estimated income	359,805,146	229,217	360,034,363
General fund	$820,302,441	($12,987,470)	$807,314,971
FTE	99.75	(3.00)	96.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Decreases State School Aid Funding[1]	Removes Prekindergarten Funding[2]	Increases Funding for Other Grants[3]	Adjusts Funding Source for State School Aid[4]	Adjusts Funding Source for Other Grants[5]	Adjusts Funding Source for School Health Director[6]
Salaries and wages						
Operating expenses						
Grants - State school aid	(7,060,000)	(3,500,000)				
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants			1,166,000			
Transportation efficiency						
National board certification						
Total all funds	($7,060,000)	($3,500,000)	$1,166,000	$0	$0	$0
Less estimated income	0	0	0	800,000	(137,883)	(12,889)
General fund	($7,060,000)	($3,500,000)	$1,166,000	($800,000)	$137,883	$12,889
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Provides Funding for Teacher of the Year Program[7]	Removes New FTE Positions[8]	Increases Funding for the Gifted and Talented Program[9]	Removes Funding for Mentorship Grant Program[10]	Removes Funding for Instructional Coaching Pilot Project[11]	Reduces Funding for Anticipated Salary Savings[12]
Salaries and wages		($350,165)				($255,617)
Operating expenses	14,000	(25,392)				
Grants - State school aid			400,000			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants				(2,300,000)	(500,000)	
Transportation efficiency						
National board certification						
Total all funds	$14,000	($375,557)	$400,000	($2,300,000)	($500,000)	($255,617)
Less estimated income	0	0	0	0	0	(177,055)
General fund	$14,000	($375,557)	$400,000	($2,300,000)	($500,000)	($78,562)
FTE	0.00	(3.00)	0.00	0.00	0.00	0.00

	Removes Salary Equity Funding[13]	Total House Changes
Salaries and wages	($347,079)	($952,861)
Operating expenses		(11,392)
Grants - State school aid		(10,160,000)
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		(1,634,000)
Transportation efficiency		
National board certification		
Total all funds	($347,079)	($12,758,253)
Less estimated income	(242,956)	229,217
General fund	($104,123)	($12,987,470)
FTE	0.00	(3.00)

[1] The grants - state school aid line item is reduced by $7,060,000 from the general fund.

[2] The grants - state school aid line item is reduced by $3.5 million from the general fund to remove funding included in the executive budget for a prekindergarten program during the second year of the 2009-11 biennium.

[3] This amendment increases funding for other grants as follows:

	General Fund Increase	Total General Fund
North Central Council for School Television	$395,000	$445,000
North Dakota Geographic Alliance	101,000	226,000
Governor's School	45,000	410,000
Atlantik-Brucke teacher exchange program	75,000	75,000
Adult education grants	500,000	1,555,000
Teacher center network	50,000	360,000
Total general fund	$1,166,000	$3,071,000

[4] This amendment increases funding from the state tuition fund and decreases funding from the general fund for state school aid grants.

[5] This amendment increases funding from the general fund and decreases funding from special funds for other grants.

[6] This amendment increases funding from the general fund and decreases funding from federal funds for the school health director position to provide that 20 percent of the funding is from the general fund.

[7] This amendment increases funding for operating expenses to provide funding for a North Dakota teacher of the year program.

[8] This amendment removes funding for 2 FTE assistant director positions and 1 FTE administrative assistant position ($350,165) and related operating expenses ($25,392).

[9] Funding for the gifted and talented program is increased by $400,000 from the general fund to provide a total of $800,000.

[10] Funding for the mentorship grant program is removed from this bill because funding is included in 2009 House Bill No. 1400.

[11] Funding for the instructional coaching pilot project is removed from this bill because funding is included in 2009 House Bill No. 1400.

[12] This amendment reduces salaries and wages funding to recognize anticipated savings from vacant positions and employee turnover.

[13] This amendment removes funding added in the executive budget for state employee salary equity adjustments.

This amendment also:

- Removes Sections 9, 10, and 16 relating to a mentorship grant program, an instructional coaching pilot project, and mill levy reduction grants to school districts.
- Amends Section 14 to decrease the contingent appropriation to $5 million and provides that the funds be provided for supplemental transportation payments.
- Adds a section requiring the Department of Public Instruction to use assessment funds to pay for testing of general educational development diploma graduates, if requested by adult education providers.
- Adds a section to amend North Dakota Century Code Section 15.1-29-14(6) to provide that "actual costs" used to determine the total cost in excess of the statewide average cost per student includes the cost of a summer program if the program is a condition

of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student.

Adds a section to require the Department of Public Instruction to administer a teacher of the year program for the 2009-11 biennium. The department shall assign responsibility to its department staff to coordinate the annual event, including application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the department may not include more than one representative from any education-related organization or association.

House Bill No. 1013 - State Library - House Action

	Executive Budget	House Changes	House Version
Salaries and wages	$3,285,012	($155,097)	$3,129,915
Operating expenses	1,482,573		1,482,573
Grants	1,852,500		1,852,500
Total all funds	$6,620,085	($155,097)	$6,464,988
Less estimated income	1,939,695	(23,212)	1,916,483
General fund	$4,680,390	($131,885)	$4,548,505
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Reduces Funding for Anticipated Salary Savings[1]	Removes Salary Equity Funding[2]	Total House Changes
Salaries and wages	($63,876)	($91,221)	($155,097)
Operating expenses			
Grants			
Total all funds	($63,876)	($91,221)	($155,097)
Less estimated income	(11,353)	(11,859)	(23,212)
General fund	($52,523)	($79,362)	($131,885)
FTE	0.00	0.00	0.00

[1] This amendment reduces salaries and wages funding to recognize anticipated savings from vacant positions and employee turnover.

[2] This amendment removes funding added in the executive budget for state employee salary equity adjustments.

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

	Executive Budget	House Changes	House Version
Salaries and wages	$5,503,734	($169,105)	$5,334,629
Operating expenses	1,638,603		1,638,603
Capital assets	188,140	24,500	212,640
Deferred maintenance	98,605		98,605
Total all funds	$7,429,082	($144,605)	$7,284,477
Less estimated income	1,334,461	(7,351)	1,327,110
General fund	$6,094,621	($137,254)	$5,957,367
FTE	43.94	0.00	43.94

Department No. 252 - School for the Deaf - Detail of House Changes

	Provides Funding for Infirmary Demolition[1]	Reduces Funding for Anticipated Salary Savings[2]	Removes Salary Equity Funding[3]	Total House Changes
Salaries and wages		($108,870)	($60,235)	($169,105)
Operating expenses				
Capital assets	24,500			24,500
Deferred maintenance				
Total all funds	$24,500	($108,870)	($60,235)	($144,605)
Less estimated income	0	(4,340)	(3,011)	(7,351)
General fund	$24,500	($104,530)	($57,224)	($137,254)
FTE	0.00	0.00	0.00	0.00

[1] This amendment increases funding for extraordinary repairs for the demolition and removal of the old infirmary building.

[2] This amendment reduces salaries and wages funding to recognize anticipated savings from vacant positions and employee turnover.

[3] This amendment removes funding added in the executive budget for state employee salary equity adjustments.

This amendment also adds a section to provide for the development and implementation of a future services plan for the School for the Deaf.

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

	Executive Budget	House Changes	House Version
Salaries and wages	$3,410,755	($100,974)	$3,309,781
Operating expenses	658,998		658,998
Capital assets	27,000		27,000
Deferred maintenance	64,500		64,500
Total all funds	$4,161,253	($100,974)	$4,060,279
Less estimated income	820,582	(12,271)	808,311
General fund	$3,340,671	($88,703)	$3,251,968
FTE	28.00	0.00	28.00

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Reduces Funding for Anticipated Salary Savings[1]	Removes Salary Equity Funding[2]	Total House Changes
Salaries and wages	($67,547)	($33,427)	($100,974)
Operating expenses			
Capital assets			
Deferred maintenance			
Total all funds	($67,547)	($33,427)	($100,974)
Less estimated income	(7,591)	(4,680)	(12,271)
General fund	($59,956)	($28,747)	($88,703)
FTE	0.00	0.00	0.00

[1] This amendment reduces salaries and wages funding to recognize anticipated savings from vacant positions and employee turnover.

[2] This amendment removes funding added in the executive budget for state employee salary equity adjustments.

Date: 2/17/09
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Do Pass as Amended

Motion Made By Skarphol Seconded By Haakenson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich		✓			
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson		✓	Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch		✓			
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew	✓		Rep. Kerzman		✓
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 20 No 4

Absent 1

Floor Assignment Rep. Skarphol

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

REPORT OF STANDING COMMITTEE

HB 1013: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (20 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 4, replace "to create" with "to provide for the development and implementation of a future services plan for the school for the deaf;"

Page 1, remove line 5

Page 1, line 6, remove "levy reduction grants;" and after "15.1-02-02" insert "and subsection 6 of section 15.1-29-14"

Page 1, line 7, after "instruction" insert "and special education cost reimbursements"

Page 1, line 21, replace "2,283,467" with "1,330,606" and replace "13,699,001" with "12,746,140"

Page 1, line 22, replace "11,253,692" with "11,242,300" and replace "30,991,986" with "30,980,594"

Page 1, line 23, replace "110,960,000" with "100,800,000" and replace "837,125,879" with "826,965,879"

Page 2, line 2, replace "16,463,915" with "14,829,915" and replace "244,165,721" with "242,531,721"

Page 2, line 5, replace "144,016,074" with "131,257,821" and replace "1,180,107,587" with "1,167,349,334"

Page 2, line 6, replace "34,136,908" with "34,366,125" and replace "359,805,146" with "360,034,363"

Page 2, line 7, replace "109,879,166" with "96,891,696" and replace "820,302,441" with "807,314,971"

Page 2, line 8, replace "5.00" with "2.00" and replace "99.75" with "96.75"

Page 2, line 13, replace "656,518" with "501,421" and replace "3,285,012" with "3,129,915"

Page 2, line 16, replace "761,319" with "606,222" and replace "6,620,085" with "6,464,988"

Page 2, line 17, replace "58,442" with "35,230" and replace "1,939,695" with "1,916,483"

Page 2, line 18, replace "702,877" with "570,992" and replace "4,680,390" with "4,548,505"

Page 2, line 24, replace "738,561" with "569,456" and replace "5,503,734" with "5,334,629"

Page 2, line 26, replace "138,140" with "162,640" and replace "188,140" with "212,640"

Page 2, line 28, replace "1,099,626" with "955,021" and replace "7,429,082" with "7,284,477"

Page 2, line 29, replace "295,443" with "288,092" and replace "1,334,461" with "1,327,110"

Page 2, line 30, replace "804,183" with "$666,929" and replace "6,094,621" with "5,957,367"

Page 3, line 5, replace "431,860" with "330,886" and replace "3,410,755" with "3,309,781"

Page 3, line 9, replace "399,460" with "298,486" and replace "4,161,253" with "4,060,279"

Page 3, line 10, replace "(23,275)" with "(35,546)" and replace "820,582" with "808,311"

Page 3, line 11, replace "422,735" with "334,032" and replace "3,340,671" with "3,251,968"

Page 3, line 17, replace "111,808,961" with "98,463,649" and replace "834,418,123" with "821,072,811"

Page 3, line 18, replace "34,467,518" with "34,653,901" and replace "363,899,884" with "364,086,267"

Page 3, line 19, replace "146,276,479" with "133,117,550" and replace "1,198,318,007" with "1,185,159,078"

Page 3, line 27, replace "125,000" with "226,000"

Page 3, line 28, replace "625,000" with "726,000"

Page 4, line 7, replace "761,200" with "862,200"

Page 5, line 10, replace "$400,000" with "$800,000"

Page 5, replace lines 21 through 30 with:

"**SECTION 9. GENERAL EDUCATIONAL DEVELOPMENT GRADUATE ASSESSMENT - FUNDING.** The department of public instruction shall make available, from funds appropriated in subdivision 1 of section 1 of this Act, for the state assessment program, amounts necessary, as requested by adult education providers to defray the costs of assessment testing of general educational development diploma graduates for the biennium beginning July 1, 2009, and ending June 30, 2011.

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2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.

3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.

4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.

5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.

6. Develop a long-range site and facility plan for the school for the deaf campus."

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"**SECTION 17. AMENDMENT.** Subsection 6 of section 15.1-29-14 of the North Dakota Century Code is amended and reenacted as follows:

6. a. An amount equal to the state average per student elementary or high school cost, depending on the student's grade of enrollment, is payable to the admitting district or facility as part of the cost of educating the student for the school year. The payment may not

exceed the actual per student cost incurred by the admitting district or facility.

b. The remainder of the actual cost of educating the student not covered by other payments or credits must be paid by the state, within the limits of legislative appropriations, from funds appropriated for the payment of special education contract charges in the case of a student with disabilities or from state aid payments to schools in all other cases. For purposes of this subdivision, "actual costs" includes the cost of a summer program if the program is a condition of placement at a residential facility that has been determined by a placing agency or entity to be an appropriate placement for a student."

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Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0109 FN 5

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 SENATE APPROPRIATIONS

HB 1013

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 26, 2009

Recorder Job Number: 9767

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the committee hearing to order on HB 1013 which deals with the Department of Public Instruction. Roll call was taken. All committee members were present.

Chairman Holmberg informed the committee that they will not spend a lot of time talking about salaries and how the House decided to treat salaries. Nor are we going to spend a lot of time talking about equity because we will determine at some point what we are going to do with the budgets and then have the Council draft the appropriate amendments for all of the appropriations bills.

School for the Deaf -

Dennis Fogelson, Superintendent

Handed out brochure packet on the School of the Deaf – attached # 1.

Chairman Holmberg asked for clarification on the word "optional" and to please let the committee know if this was something you had asked for and were funded or something you asked for and weren't funded. It's hard to keep track when people use the word "optional".

Dennis Fogelson: When I refer to the optional budget that is items that were denied within the governor's budget request.

Rep. Dennis Johnson, District 15

Introduced the bill and wanted to relay the importance of the Trade building. They want to renovate the building and instead of costing money to the campus, it could be raising money.

Senator Robinson: Was this funded on the House side?

Rep. Johnson: The discussion was there but the numbers or funding was not. I'd like to see this funded because we want to remove the infirmary and bring the Trades building up to code.

Michael Loff, Business Manager (11:08)

He went over fund statement on HB 1013 Addendum List in the brochure packet and also asked for money to remove asbestos from the infirmary.

Senator Mathern: On the asbestos, if this is funded, where does this asbestos go?

Michael Loff: There is a third party and they take care of it.

Dennis Fogelson: We have bids from two different companies and once everything is cleared out of the building, they'd have the right to haul it right out.

V. Chair Bowman: You have 24 students on campus – are they fulltime?

Dennis Fogelson: Right.

V. Chair Bowman: Are both parents involved and living at the school?

Mike Loff: That is part of our staff. They go out to the home, work with the parents and students and give training on sight.

Dennis Fogelson – speaking from page 13 of his testimony in the brochure packet and talked about the optional budget requests.

#1 Capital Assets

#2 Master Facility Plan

#3 Virtual School for the Deaf – Online schools

#4 Outreach Service Expansion

Senator Mathern: In terms of the business plan, if you had a business plan in the next week or so, what would you use beyond the $25,000?

Dennis Fogelson: We visualized what it would cost, and if we could get our foot in the door and expand it, and conservatively, we figured about $402,000 for a two year biennium.

Senator Mathern: That would be operating?

Dennis Fogelson: It would take us a firm six months to nine months to get it up and rolling. There are a lot of things that need to be done. We'd need a project director to get the show rolling. Marketing is one expense that we don't have the money for that we needed. One of the questions is where do you get your teachers? If you are going to teach deaf kids, you should have a good background in deaf education. You should be able to sign and do sign language. There's always an answer to the problem if you look deep enough.

Senator Wardner: Talking about the trades building, would revenue bonds work to remodel? You're going to rent it out and could use those revenues to pay back bonds?

Dennis Fogelson: We've tried to get grants, but we haven't really looked at that idea. I don't know the rules and regulations on that.

Senator Wardner: Every time we do a student union on campus, they use revenue bonds.

Senator Robinson: You mentioned a tractor, blower, and mower combination. Was that funded?

Dennis Fogelson: Yes.

Dr. Wayne Sanstead, State Superintendent, Department of Public Instruction

Provided information regarding HB 1013 and speaking from his testimony – see attached #2. Also spoke on Section 15 of HB 1013 for the School of the Deaf.

(58:00)

Chairman Holmberg: You referenced remedial English and math. One of the struggles that the interim higher education committee had is the fact that there are 11 campuses and there were 11 different methods use on those campuses to determine placement for math. The interim committee directed the board of higher education to give us one test that would work on all campuses and make that test available to high school juniors to see if there is a deficiency and if there is opportunities at the high school level to remediate their problems rather than wait until they get to college and spend tuition money on something that gives them no credit. I don't know if university system has come to final resolution of that, but does that have merit from the stand point of high schools and have they worked with you and sought input from DPI on that movement is supposed to be taking place?

Wayne Sanstead: You signal a very important alignment of consideration between the two systems. We know full well that students experience some difficulty – and like the whole STEM initiative – Science, Technology, Engineering & Mathematics. There is a provision in higher ed funding bill to promote STEM initiatives across the system. It's a clear indication that we have to get to students earlier.

Bonnie Miller, Administrative Services Director, Department of Public Instruction

Gave a fiscal overview of HB 1013 – see attached # 3.

Chairman Holmberg Did the House remove all general funded FTEs?

Bonnie Miller: Yes.

State Assessment Program –

Gary Gronberg, Assistant Superintendant

Speaking from written testimony on ND State Assessment System – see attached # 4.

(73:25)

Steve Snow, Director, Management Information Systems (MIS) – STARS Maintenance - see attached # 5.

Senator Mathern: Are these state assessments something that would be shared between students and university?

Steve Snow: We match them to students and college. We can see an actual link between their performance in higher education and K-12

Senator Mathern: Student specific or aggregate?

Steve Snow: Student specific.

Senator Robinson asked about the coordination between POWER schools and the university system and Steve Snow explained the connections. .

Bonnie Miller – Continuing on page 23

Chairman Holmberg: The appropriations committee will be taking another look at the FTEs because now the House is looking at what the Senate did and we will be looking at this again later in the session.

Bob Marthaller, Director, School District Support Services

Speaking from testimony – see attached # 6.

(84:56)

Senator Robinson How does this issue connect or not connect with the testimony from the folks in the Indian Affairs Commission regarding challenges with schools on the reservation, the ability to recruit and retain faculty and the challenges of drop out, how do you see all this coming together? I would like to see something this session in an aggressive effort to address this problem.

Bob Marthaller: This advisory committee will directly look at all those issues as you described. I think the committee will be able to improve relationships between the department

and various agencies in the tribal units. There's also a resolution to study Indian Education Issues that we are supportive of. The advisory committee would be a start.

Robert Parisien, Indian Education Program Administrator, ND Indian Affairs Commission

Speaking from testimony – see attached # 7.

Testified for support of the Advisory Council.

Adult Education -

Rep. John Wall, District 25

I'd like to address the need to make an adjustment in the adult education phase of the Department of Public Instruction budget. Early in the session, HB 1172 was introduced which would have added $1.75 M to the career and adult education budget. This increased funding would have been used to meet the needs of existing programs and geographically expand adult education programs. The only center located south of I-94 is at Wahpeton. The money is in HB 1172 where eventually the House Appropriations reduced to $500,000 and was merged into the DPI budget. The need to further increase money in this area is great and the need continues to grow.

Valerie Fischer, Director of Adult Education

Speaking from testimony – see attached # 8.

(98:55)

Chairman Holmberg: I'd like to ask Legislative Council or OMB, one of the things said was that the House added the $500,000 to cover the cost of GED testing, but can't find anything in the footnotes indicating that that's what the money has to be spent for. Can that money be spent just for adult education period, irrespective of what might have been said in the House?

Sheila Sandness, Legislative Council: The discussion in the House Education environment committee did not specify that it had to be used for GED assessment testing. It was just added, and they added language that indicated they wanted the adult education providers to be reimbursed for GED assessment testing for GED individuals. It was not specifically stated that it was for that purpose.

(110:16)

V. Chair Bowman: Dealing with the money that follows the student to the school – If they are in the school, there is an appropriation that goes to that school for that individual. If they drop out, shouldn't the money stop right there and put it in the pool for continuing education later on and solve the problem. Should we have to pay for these people to be educated twice? If there is money going to the school for that one child, and that child quits, the money should quit also. stop. That money should go into a pool for continuing education or adult education. I think the problem might be solved.

Valerie Fischer: One of the opportunities that we looked at in asking for funding was exactly that proposition – of having the dollars follow the student. Foundation aid formula is based on seat time. The GED process is not, so it was a little bit difficult to try to come up with a formula that would be appropriate.

Senator Warner: What's your relationship with the division of supervised study with students? Of the 16 to 19 year olds, are those yours or should they be educated in the division of supervised study with a matriculation agreement. When are they yours and when are they theirs?

Valerie Fischer: Compulsory attendance in ND is at 16, so at age 16 a student may legally drop out of high school. At that age they may also attend the adult learning centers. I believe

you are referencing the Division of Independent Study – where they can complete their diploma and take courses for credit and get their diploma rather than their GED.

Senator Warner asked her to expand on her relationship in your funding mix with TANF, Vocational Rehabilitation and Workforce Safety (WSI). Do any of those agencies contribute to funding or are your students expected to contribute tuition toward their own education?

Valerie Fischer: We receive federal, state, and local funds. Local funds are primarily those who are in-kind. For example, the Bismarck Adult Learning Center is housed within the Bismarck Public Schools Administration Building. The Bismarck Public Schools do not charge us for any type rent, heat, lights, utilities, janitorial, etc. and it's an in-kind service. We do not charge the students for tuition of any type of service working for their GED. However, they do pay the cost of their GED examination, and that can range anywhere from $10-$20 per examination. There are five tests to pass to successfully receive your GED? WSI, Vocational Rehabilitation and sometimes Job Services has paid for the GED examination, otherwise individual costs are incurred by the student.

Senator Warner: Those agencies don't contribute anything to one-on-one time or teachers' salaries – they just pay for the examination?

Valerie Fischer: Correct, they have not paid anything toward the tuition or the cost of instruction.

Senator Robinson: I'm familiar with the program and very supportive. We also have some alternate high schools located across the state. Do you have any relationship with the alternative high schools?

Valerie Fischer: There are four alternative high schools in ND. They are housed in Grand Forks, Minot, Fargo and Bismarck. The alternative high school is an alternative setting than

the traditional senior high system. The goal is to acquire enough credits by way of course work to get their high school diploma rather than your GED.

Chairman Holmberg: The big difference in alternative school setting was the alternative school still requires the seat time that the adult learning doesn't. You go in and if you can do your math, you don't have to sit and study math. In the alternative school, you still have to put in X number of hours to get your math credit.

Paul Johnson, superintendent, Bismarck School District

Testified in favor of HB 1013. Speaking from written testimony - # 9 and asking for funding to be restored for Adult Education.

Robin Hoverson, Manager, Return to Work, Workforce Safety and Insurance

Testified in favor of HB 1013. (No written testimony)

There is a need to have accessibility to these centers.

(127:32)

Sandy Wollan, Adult Learning Center, Bismarck

Testified in favor of HB 1013. Speaking from written attached testimony # 10.

Senator Robinson: You indicated you had 31 show up this week. Obviously that is unusual, or not?

Sandy Wollan: It's not unusual.

Senator Robinson: Is the economic situation driving some of this well or not?

Sandy Wollan: We have times when we have 20 people coming. We take people in twice a month and right now our classes are full, and we have a waiting list. The longer that list goes, those people are going to give up because they think they can't get in.

Jerry Coleman, Director of School Finance

Testified in favor of HB 1013. Speaking from page 39 - attachment # 3.

Bob Rutten, Special Education Services, Department of Public Instruction

Speaking from page 45 from attachment # 3.

They are required to report assessments and they are taking a hard look at youth with disabilities that also receive a high school diploma. They try to assist them in working in a normal educational environment. We're seeing an 80% graduation rate of students with disabilities.

Senator Warner told of a problem with a special ed student in his district and **Bob Rutten** explained the use of a student's IEP (Individualized Evaluation Plan) which shows what courses this person needs to move into the adult world. In that particular situation, the school's responsibility to that child was missed.

Senator Robinson: The graph on page 45 summarizes what is happening in the category of special needs. Twelve percent of our students statewide are in special ed, how many of our students are Native American or from minority communities?

Bob Rutten: That's the big picture, but we do collect data on race and ethnicity, including the American Indian students who have disabilities.

Senator Robinson: Could you get us that information for the subcommittee?

Senator Robinson: What policies do we have in place that governs the privacy and security of IEPs? What structure is in place to guard some of that because there is a tremendous amount of information in those files?

Bob Rutten: There is another federal law that I haven't addressed and it's the Family Educational Rights and Privacy Act (FERPA). There are specific requirements in there for policies and procedures for every school district in the state to keep confidential information for a set period of time and then those must be destroyed.

Chairman Holmberg: In the American Recovery and Investment Act, we know that special education for ND got about $28 M, but how it was to be spent was still cloudy. Do you have any further clarity on this? It's one of the big picture items that hang over our head that we don't have resolution on at the present time. Do you have more info than we do?

Bob Rutten: We sent out some guidance to the schools last week and we have been hearing a lot of speculation from professional organizations about how much was available and how it could be used. What we finally received late last week was our first official guidance on the stimulus funds and it was fairly limited in terms of detail. We were assured this week that the US Dept. of Education would provide question and answer documents specific to the IDEA related funding. So we're still waiting.

Carmen Grove Suminski, Superintendent, ND Visions Services/ School for the Blind

Testified in favor of HB 1013. Speaking from testimony – see attached # 11.

Tami Purcell, Business Manager, ND Visions Services/ School for the Blind

Testified in favor of HB 1013. Speaking for a budget request from same testimony – see attached #11.

Senator Christmann: On my page 6, it lists six priorities and whether it's included in the Executive and House budgets. Were those excluded in both the Executive and House budgets or was one or the other in the Executive and excluded by the House?

Carmen Grove Suminski: Two positions were excluded in Governor's budget and the House's budget.

Chairman Holmberg closed the hearing on HB 1013.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1013 State Library

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 26, 2009

Recorder Job Number: 9805

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the committee hearing to order on HB 1013 relating to the State Library.

Barry Striegel, Director, ND Young Entrepreneur Education Program

Speaking from written testimony - see attached # 1 and 2.

He wants to expand the program because there is an interest, demand and excitement for the program of entrepreneurial learning for ND youth. He has more demand than he has supply, and he described the purposes and outcomes of the program.

Senator Krauter: How does this compliments the Business Challenge program in Dickinson?

Barry Striegel: Business Challenge has a target mark of high school kids and teachers. My target mark is 9-13 year olds. Our camp runs in Dickinson the same time as theirs. Our program is a feeder to Business Challenge, our program is a feeder to Junior Achievement.

Dakota Draper, President, North Dakota Education Association (NDEA)

Speaking from written testimony – see attached # 3.

The Association is asking for $37 M more than the Governor's budget which was $105 M for a total of $142 M to go towards teacher's salaries.

Senator Seymour: Have you ever studied where the low salaries are in our state?

Dakota Draper: I've seen them, but I can't relate them to you.

Chairman Holmberg: I had dinner with a 2nd year teacher from Long Island, NY and makes $90,000 a year with a masters degree – she teaches art.

Doris Ott, State Librarian, North Dakota State Library

Speaking from written testimony – see attached # 4.

Chairman Holmberg: Your presentation is the issue of salaries and the unequity - the unstated issue that it is stated, but it's there. We're also going to hear from some folks about increasing the state aid to libraries and then we'll hear about additional funding of $80,000 for online library resources. That's it in a nutshell.

Kelly Steckler, Legislative Chair, North Dakota Library Association

Speaking from written testimony - see attached # 5.

Tom Jones, Director, Bismarck Veterans Memorial Public Library

Speaking from written testimony - see attached # 6.

Chairman Holmberg asked a wrap up question for Wayne Sanstead about the "We the People" summer class – The problem with getting those kids to Washington DC is that they have to raise their own money which amounts to $18,000 and wondered if he had any insight.

Wayne Sanstead: I'm mindful of the program and the civics education with that. There are several programs that move students to Washington DC and most schools have great difficulty raising the money.

Ann Pederson, Special Libraries Representative, ND Library Coordinating Council, Altru Medical Library, Grand Forks (Written attached testimony # 7).

Bonnie Krenz, Griggs County Public Library Director

(Written attached testimony # 8).

Bonnie MacIver, Leach Public Library, Wahpeton

(Written attached testimony # 9).

Chairman Holmberg closed the hearing on HB 1013.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1013 –continued

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 27, 2009

Recorder Job Number: 9836

Committee Clerk Signature

Minutes:

Chairman Holmberg called the committee hearing to order on HB 1013 which related to the appropriations for the Department of Public Instruction. Roll call was taken. All committee members were present.

Senator Wardner, Senator Robinson, Chairman Holmberg will be on the subcommittee The DPI budget stays with the committee until the end of the session because it has to be coordinated with the policy bill - HB 1400 which we won't see in this committee for a month or more.

Jon Martinson, Atlantik-Brucke Teacher Exchange

Speaking from written testimony - see attached # 3 (page 32)

Also handed out Social Studies Teachers Tour Germany – see attached # 12.

Chairman Holmberg: You requested $50,000 and the House gave you $75,000?

Jon Martinson: Correct.

Chairman Holmberg: You better sit down.

Senator Mathern asked about student assessments. The new education cabinet person said our assessments should really be based on international standards and not on United States standards. Is it a serious discussion?

Jon Martinson: We discuss a variety of things including assessments. Is it difficult to compare cross culturally because the German education system is extremely different from ours. In addition to that, student's days are different from our days. Just talking about tests, just scratches the difference between the cultures.

Janet Placek Welk, Education Standards and Practices Board

Speaking from written testimony - see attached # 13

Offered amendment to continue to pay for stipend and assessment fees for teachers.

(12:05)

Senator Kilzer: Do we have objective evidence that it turns out a better product in our schools?

Janet Placek Welk: We don't have that specific evidence for ND, but we do have that nationally.

Senator Kilzer: Could you get me an article that describes that?

Chairman Holmberg: Could you supply that information to the committee?

Janet Placek Welk: Yes, I will get that to you.

Senator Mathern: Do we involve any foundations in support of this effort? Is there anyone in the private sector that's involved in this, and if so, for how much?

Janet Placek Welk: I don't know if you would consider ESPB a private foundation and also NDEA. We get together and provide the documents for the first phase of the process. ESPB puts in $5000 a year to help people complete TAKE 1 which is the 1st phase. NDEA matches those dollars that we have enough teachers that are interested. We pay travel, per diem, motels for consultants, as well as the assessment fee.

Senator Robinson: How many years has the program been in place in ND and how many certifications do we have at this time in the state?

Janet Placek Welk: It started in ND in 1998 and presently we have 25 teachers.

Chairman Holmberg reminded committee that this committee was not overly friendly to the paying of stipends, but after you lose, you move on.

Marilyn Weiser, ND Geographic Alliance

Speaking from written testimony - see attached # 14.

Larry Lasch, High School Geography Teacher, Wahpeton, ND

Speaking from written testimony - see attached # 15 and supporting ND Geographic Alliance

(23:30)

Andrew Kraft, Geography Bee winner

Testified in favor of HB 1013 and the need for geography funding.

Lonnie Hass, ND Governor's School

Speaking from written testimony - see attached # 16.

(28:12)

Nick Leingang, Mandan High School, ND Governor's School student

Testified in favor of HB 1013 and gave a description of Governor's School.

Senator Krauter: I understand the application process, but explain the participation of all schools and all counselors in ND because I'm not feeling that it's not 100%.

Lonnie Hass: It is certainly not. We're trying in different ways to make contacts in every school in ND. We want to try and develop a contact person in every city in ND, every high school because we still have some schools that don't know about the program and this is our 20th summer coming up. We send a letter to every counselor, principal, math teacher, science teacher, and arts teacher giving them information about Governor's school. It really sells well for their application process for college.

Senator Wardner: How many students do you take in Governor's School?

Lonnie Hass: We have spaces for 20 in each area, so right now this is based for 100 students. We can only take the number of applicants that are there. With 4 programs, we currently run about 65-70 students.

Senator Mathern said that because of the name, there is an assumption that this is political science type of program, so people miss the point. We just funded Native American school and they are looking at a "leadership school".

Lonnie Hass: We are following the creation of the Governor's School which is coming up on its 50th year. In order to get funding, it came through governor's budget, and so it came right out of governors offices. That's where the name came from. It was a description of a residential sophomore/junior program for six weeks in the summer. The name is just a tag along and we do have a problem with that because it's perceived as if you go to governor's school camp, then you become a governor in 10 years or something of that sort. Some states do have foreign affairs or public speaking or whatever. Ours in ND is not. Part of our name is Governor's School in Math & Science.

Chairman Holmberg: Do your dates overlap with Boys State and Girls State?

Lonnie Hass: I think we overlap with Boys state because one is the first week and we start the second.

Jim Stenehjem, Executive Director, ND Leadership & Educational Administration Development (LEAD)

Speaking from written testimony - see attached # 17.

Matthew Wallace, ND Museum of Art,

Speaking from written testimony - see attached # 18.

Told of Snow Country Prison: Interned in ND and Shelterbelts travelling exhibits.

Marty Odermann-Gardner, Teacher Center Network

Speaking from written testimony - see attached # 3 – page 34-35.

Also handed out North Dakota Center Network – see attached # 19.

V. Chair Bowman: Once in awhile when watching TV and they talk how some of our books have been altered. The facts that were in the book when I took the class in school are not the same as the fact that they are trying to get different points across today. Who is responsible for changing the name of somebody or eliminating a name out of a book that used to be a very important part of our history? Who does that, and why do they do that?

Marty Odermann-Gardner: I'm not an expert in why history books are written, but certainly there are a number of factors. Five hundred years ago, the amount of knowledge available to the general public, teachers and students was doubling every 500 years. In 1953, it was doubling every 500 years. Today the amount of information available to schools and teachers is doubling every three months. There is so much information out there, so that how and why and what they do with it, I don't know. But part of the reason is because there is so much out there.

Chairman Holmberg asked a question of Legislative Council and stated that three of the items here are under contingency payments. The teacher exchange, Education Standards & Practices Board and the Council of School Television are under contingency. Could you get us an explanation?

(59:40)

Dr. Robert Kibler, Northern Plains Writing Project, and Red River Valley Writing Project

Speaking from attached testimony – see attached # 3 page 35 – 36.

Also handed out Northern Plains Writing Project 2009-2010 – see attached # 20

Senator Warner: Could you discuss the state of literary journals in ND? What kind of mechanisms for disseminating the product of what we're generating for our writing?

Dr. Robert Kibler: I can't speak to the issue of journals overall. I do know that at libraries, journals are very expensive, so subscribing to journals and having them available in the University System is a challenge for all institutions. In terms of venues for writing, through the Northern Plains Writing Projects and the national writing projects, we have all kinds of opportunities for our teachers to write about what they do in the classroom; write about what has happened with other teachers in collaboration and we're always trying to get people to use these opportunities.

Senator Warner: I really think you should look at creating a journal of literature of ND and have some mechanism for getting it out there. So much of anybody's identity is created by and large by what kind of literature that they generate. North Dakotans a lot of times don't think we have an identity; we're just a spot on the map. I think we need to work at creating that kind of regional identity.

Dr. Robert Kibler: In a couple years, I hope to start a journal of ND Rural and Urban Affairs

Ron Fischer, ND Geographic Alliance

Explained writing projects and summer schools to keep teachers current on how to teach writing and since teacher salaries are low, this would cover their costs. The teachers come back to the schools for an in-service and they use the principles to come back to the classroom and help students. It's a four week long summer institute.

Candace Gerhardt, Mandan High School teacher

Testified to the positive influence of the Northern Plains Writing Project

Senator Mathern: In light of your school district, what support do you have for this? Some school districts don't want their teachers to have this because it bumps up their salaries.

Candace Gerhardt: I have had nothing but support. I think they see that the things coming out of this program are very good.

Rep. David Monson, District 10 - Past President of North Central Council for School Television (NCCST)

Testified in favor of HB 1013 and here to support the amended version of the House bill. We used to have dues and charged so much per student for all the schools in state to sign up their students so that they could use the videos that prairie public broadcasting put out over the airs. When the teachers in the classroom wanted to record something, they could use it. Over the years, the schools would join and sometimes they didn't have the money in their budgets, so years ago we started paying that money for them. It's kind of a liability issue I guess. We felt that $2.25 per student would cover every student in the state whether they are home schooled, private or public schools. Every teacher could record all the educational programs that get broadcast by Prairie Public and comes through NCCST and that would get the copyright infringement off the table. They'd like to coordinate some of the videos that come with the new ND history books that have been published which the state is now requiring.

Beverly Pearson, Education Services Manager, Prairie Public Broadcasting.

Works with North Central Council for School Television (NCCST)

Speaking from written testimony - see attached # 22

Asking for $50,000 to digitize their videos and put into a repository.

Additional written testimony was submitted by:

Steve Swiontek, Devils Lake Public School and board member of the NCCST

See written attached # 23.

Bob Marthaller, Director, School District Support Services, Department of Public Instruction; Past-President of NCCST

See written attached # 24.

Bonnie Miller, Administrative Services Director, Department of Public Instruction

Spoke briefly on ND Early Learning Council

Thanked committee for listening to the DPI budget.

Wayne Levang, Executive Director, ND Small Organized Schools (NDSOS)

Speaking from written testimony - see attached # 25.

Asking for an increase in the Transportation Block Grant which is school bus transportation cost.

Chairman Holmberg: Have you presented this to the Senate Education committee? Even thought the money is here, it's nice to keep them in the loop. Do you plan to present to them?

Wayne Levang: I to go to the committee and plan to talk to Senator Freborg about it. You've got to mesh the bills.

Senator Christmann: You have a lot of good points. But I'm wondering why on 1st page you choose to use 1981for the figure the state paid for gasoline, but to go all the way back to January 1, 1980 to compare gas and fuel prices. Looks to me like its a little trickery to find a real high water mark and pretty close low water mark in fuel prices in order to exaggerate prices.

Wayne Levang: The reason I took 1981 is that it's the only one I could find data for. I got them from Johnson Oil in Rolette. He gave me those figures and one for 1987. I just took the figures. I know what you're thinking, that "figures lie and liars figure". This is just the way it came out. I tried to give a clearer picture of the gasoline situation.

Chairman Holmberg thanked him and closed the hearing on HB 1013.

Additional written testimony against HB 1013 was submitted by:

Jerry Balzer, Bismarck, ND

Written attached testimony # 26 testifying against HB 1013.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1013 subcommittee

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: March 26, 2009

Recorder Job Number: 11546 (starting at 56:25)

11547 (reconvened) (to 25:23)

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the subcommittee hearing to order on HB 1013. We are going to focus on 1013, Joe has some suggestions from our list of proposed changes.

Joe Morrissette Fiscal Analyst, OMB. A portion of the stimulus money will go to the governor's office but then will be allocated to DPI for payments to school districts. It will be about $153M . It will need to be included in the appropriation to DPI in their grants line to allow them to make the payments to the school districts.

Sheila Peterson Fiscal Analyst, OMB. As clarification, about $85M of the $153M will pass through the governor's office. This is the total.

Senator Robinson Senator Warner has an issue he wanted us to be aware of; it doesn't cost us any money. He would like to share that with us and then go about his business.

Senator Warner District 31. There are six school districts along Lake Sakakawea that received an unexpected amount of money because of a settlement on land they lost at the river bottom 50 years ago. It will arrive about April 1. They cannot prudently run it through the system before the end of June. They would lose almost a dollar for dollar reduction in their foundation aid. This is Killdeer, Haliday, Twin Buttes, Newtown, Ray, and Tioga. I have

prepared an amendment to allow them to retain money specifically from that flooding issue, it is in section 31 of the amendment. Anita Thomas prepared the amendment.

Chairman Holmberg Is that an issue in 1013 or 1400? This issue came up after the policy committee had considered and passed out 1400.

Sheila Sandness Legislative Council. Is that a statutory change?

Lt Governor Dalrymple State of ND. The ending fund balance deduct is a formula so it is appropriate for 1400. It would be an exception to ending fund balance provision of the school funding formula.

Senator Warner It would allow for one biennium.

Sheila Peterson Fiscal Analyst, OMB. There should be an emergency clause on that just in case dollars are drawn down and spent before 2009.

Chairman Holmberg That's on the $153 M.

Sheila Peterson Correct.

Chairman Holmberg Handed out Listing of Proposed Changes to House Bill No. 1013 – see attached #1. It is not listed but we want to look at transportation enhancement. It could be in 1013 or 1400.

Senator Robinson Is it possible to have all the transportation items in one bill?

Chairman Holmberg It is but I am not going to go there. I know how they put together 1400.

Chairman Holmberg On the budget itself, is there anything else.

Dalrymple We're asking for the three positions to be reinstated.

Chairman Holmberg There is a question about the $7500 to be added for National Teacher Certification. There is another bill that provides funding, the endowment. We are being asked to add $84,000 to Governor's School. If you recall they are only running about 60 % capacity.

Senator Robinson I am supportive of Governor's School. In testimony, it seems there is not a plan in place to address the enrollment issue. There is not an action plan.

Chairman Holmberg Would you have heartburn if we considered saving the 84 and use it for something else?

Senator Robinson Let's leave it for now.

Chairman Holmberg We did not have numbers for adult education or the state assessment that is where 2 FTEs are.

Senator Robinson Where are we with adult education?

Sheila Sandness The current House version has $1.555 million. They added $500,000. HB 1172 is something discussed at the first meeting.

Chairman Holmberg We have $1.555M in front of us for adult ed and we're thinking of adding something to that.

Senator Robinson HB 1172 was defeated, what did it call for?

Sheila Sandness It appropriated $2.5 million in general funds for adult ed and secondary education programs and another $250,000 from the general fund for grants to school districts.

Chairman Holmberg The policy thing was defeated but that doesn't constrain us from adding some money.

Senator Wardner We don't need to go to the complete amount that was in HB 1172. They haven't had anything forever. $250,000 would be a start. Any type of increase would be warranted. We could call it workforce money.

Senator Robinson You'll find a real mix of ages. We have seen considerable support regarding the void in this area.

Chairman Holmberg I can't go 250, but could go $295,000 to the basic program of adult education that is there and not go into expanding.

Senator Robinson We reluctantly give in again.

Chairman Holmberg We want to talk to the department before we look at the assessment program.

Senator Robinson Do we want to get into transportation?

Chairman Holmberg If we put extra dollars in here in transportation, you have two conference committees discussing the issue. We might consider putting the extra money in 1400. Problems arise with coordination.

Chairman Holmberg Asked the department for additional descriptors on the state assessment, the FTEs were removed.

Sheila Sandness 2 FTEs had to do with school approval and accreditation, another FTE had to do with support for the career advisors. Those are the 3 FTEs that were removed.

Chairman Holmberg Asked the status of the committee on reinstating the 3 FTEs.

Senator Robinson This is not an event, it's a process. I think we should put them in.

Senator Wardner I agree.

Chairman Holmberg We'll put the three in and see if the department can talk us out of it.

Gary Gronberg Department of Public Instruction. These 3 FTEs were identified by the Education Commission. Their duties are outlined in HB 1400, one administrator and one support staff for the collection, review and evaluation of school district professional development plans. One administrator is to monitor the expansion of counseling support, especially the career advisors.

Chairman Holmberg We have decided to run them up the flagpole. Regarding the additional funding for the state assessment program, we are now at $1.417M.

Gronberg Our original request was for an additional $1M, the House added $200,000, based on the governor's recommendation for the state assessment. The current total is $1,417, 928.

The department's additional request had to do with the fact we are going through a new RFP for a potential new contractor. Start up costs with a new contractor are very significant. As a result of procurement, we cannot continue without rebidding the whole process. We have never had sufficient money to develop more than one form of the test. The state, which always paid the entire assessment cost, stopped growing when we started getting federal money as a part of No Child Left Behind. We have gone at least two bienniums with the same amount of state general fund dollars.

Senator Robinson I'm assuming you made this request to the House and their decision to fund a portion was arbitrary, just throwing $200,000 at you.

Joe Morrissette It was based on a certain amount of inflationary costs.

Senator Robinson So we're about $800,000 off.

Chairman Holmberg Is there anything in the department's budget that we have not considered or we should revisit before we move on? We're in a position with 1013 to have actual amendments drawn up. We would not have final amendments on 1400 yet.

Gronberg You said you're taking School of Deaf and School for Blind separately.

Chairman Holmberg Is there more authority that we should give to cover all the bases?

Senator Robinson This would be the first draft?

Chairman Holmberg Yes. We still have policy decisions on the assessment, School of Deaf and Vision Services. Asked if spending authority is adequate when federal money comes in.

Gronberg We need language to give spending authority beginning immediately when the bill is signed. Then we don't have to nail down the dollar figure. School districts doing renovations will want to get started, possibly before July 1.

Joe Morrissett You will want to address at some point the $7M reduction the House made to state school aid line. It is not reflected in the formula payment rates. Those two are not meshed.

Chairman Holmberg We pass a formula and then we don't pass enough money to fund the formula. Is that good business? Put it in please.

Sheila Peterson Will there be a separate line item for stimulus dollars?

Allen Knudson Legislative Council. There is standard language we have discussed with leadership. It will be in a separate section of the bill. There will be an emergency clause.

Senator Robinson Asked to see the language and received it from Allen Knudson.

Chairman Holmberg We still need a number on 8, the assessment program, I just can't go much over what the House did.

Senator Robinson It's important to come into the conference committee as close to correct as can be.

Senator Wardner Clarified the assessment is number 9 on the list.

Chairman Holmberg It is the state assessment program, they asked for $1M, the House added $200,000.

Dalrymple Overall, I think the Senate Education Committee is pretty close to governor's budget recommendation. They saved with pre K but added to ELL, replaced the coaches with National Teacher's Certification. They are close overall.

Chairman Holmberg With the reduction of the $11M, will still be under the way the bill came to us. If we have the $7M reinstated and other little things on the list. He reviewed the Senate Appropriations changes and the net effect. Suggests reducing #2 to zero and leave them at the 410, there was no passion.

Senator Robinson The question is do we want to do something additional in the area of assessments.

Chairman Holmberg Except #9, we have gone through changes for the department's budget., we still have Vision Services and School for the Deaf. We will be back at 11:30. Shared an email he received regarding the interpreters, SB 2155.

Reconvened

Chairman Holmberg The next area is Vision Services, all we have in this budget is the FTE (page 3 of handout). We need to put in the FTE and the salary.

Sheila Sandness; The original bill had an appropriation of $52,262.

Joe Morrissette: The salary part was $47,808 of general funds.

Chairman Holmberg Line 2 was FTE and funding for it and operating expenses. Two were requested, last time they asked for two, we gave them one. This time they are asking for two, we will give them one. We would have 2 working in adult services, 1 in the east, one in Minot. We'll button this one up with the $47,808 added.

Joe Morrissette (4:36) Clarified the House reductions for salary, equity and salary savings were applied to the School for the Blind as well. It's not on the list.

Chairman Holmberg said those are automatic. Are the teachers doubled up, the 5 and 5 and the compensation?

Joe Morrissette said they provided funding in the executive budget for keeping those teachers on the composite schedule. They did not allow them to request the 5 and 5. They got the composite schedule increase, not the 5 and 5.

Chairman Holmberg There is no doubling up. How many certified teachers are there at School for the Blind? It is on the green sheet, it is 28. Now we have the School for the Deaf. There was the interpreter bill which has issues.

Senator Robinson I heard Administrator Hogelson will be retiring? Is there an effort underway to have Carmen assume dual responsibilities for the time being? Has it been reconciled with the budget?

Gary Gronberg The legislative intent regarding the transition plan and its implementation will determine what course of action we have to take regarding the replacement of the superintendent. If you use the salary to implement the plan, we will utilize Superintendent Suminski for both functions. The plan and implementation began with a $100,000 fiscal note so experts could be used to write and implement the plan and use the ongoing administration from the School for the Blind. If we don't get the $100,000 in HB 1034, then we would need to not replace the position. (9:50)

Chairman Holmberg $169,0000 total was taken out of School for the Deaf salary and equity. They said their top priority was reinstallation of the equity reduction and the pay plan. Only the teachers are part of the comp plan.

Senator Robinson The green sheets lists classified positions which includes non-teaching positions.

Joe Morrissette The equity funding that was removed from the School for the Deaf and the School for the Blind was for classified positions, not the teacher positions.

Chairman Holmberg Reinstate salary and wages for Vision Services, the School for the Deaf, and the State Library.

Senator Robinson To clarify, we are talking all employees, they will have the equity or the teaching adjustment so everyone is covered.

Gary Gronberg: If you address the construction or demolition dollars that we are supplementing, there needs to be an emergency clause if they are started before July 1.

Chairman Holmberg He has no problem with the asbestos removal, the House has the money in there for demolition, there has to be asbestos abatement first. There needs to be subcommittee discussion on spending $1.6M.

Senator Robinson What about revenue sharing, there were a lot of questions about whether we have written offers, long term contracts in hand. Is there a solid business plan?

Senator Wardner Someone from DPI said they can't do a revenue bond out there.

Senator Robinson In the absence of that, we need long term contracts.

Chairman Holmberg In our full committee discussion, the other things we have done are acceptable. This would be a dog fight. Nothing jumps out that would qualify for stimulus dollars.

Senator Robinson Let's draft "without" for now.

Chairman Holmberg We are going to do $16,000 for asbestos and the salaries and wages.

Gary Gronberg : A suggestion. If we could make the building accessible while leaving some of the internal remodeling for another biennium. It has to have an elevator to be a functional state building.

Senator Robinson Have we explored the possibility of selling the building to an interested entity? Then we don't have all the expense. I hate to see it deteriorate further yet it is difficult to commit to that kind of investment when the return on investment is a question.

Chairman Holmberg: Are you talking about selling it for a dollar? We can broach that subject in the conference committee. Let's go with salary, wages and $16,000 now. This is your last whack at 1013.

Senator Robinson: I think we have the lions share.

Gary Gronberg Can I make a pitch for #3 on the yellow sheet, the School of Deaf page.

Senator Robinson Do we hire a superintendent on July 1 or do we combine those dollars to fund this plan.

Chairman Holmberg Let's do it.

Senator Robinson We will plan on a joint administrative unit, Carmen will cover both. The dollars we save we will invest in this review, this plan.

Gary Gronberg: That means we could not replace the superintendent .

Allen Knudson: The intent is they do a joint superintendent.

Joe Morrissette You might want to give them some flexibility to transfer between the salaries and operating line some amount of savings that they could use for contracting.

Chairman Holmberg Lets make it possible without coming back to us.

Chairman Holmberg We will button up 1013. Adjourned the subcommittee meeting and moved on to 1400.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 04-01-09

Recorder Job Number: 11600 (starts at 3.47 on this tape) and 11622

Committee Clerk Signature

Minutes:

HB 1399 on the first 3 minutes of job #11600.

Chairman Holmberg: called the committee to order in reference to HB 1013. (03.48) Discussion ensued regarding the amendments. He explained the amendments. (on same job as 1399) (6.34) go through the footnotes. A lot of conflicting advice, he had gone to commerce, to the House. "We The People" is a national program for High School Seniors used to help fund their trip to Washington DC. We heard a lot of info regarding adult ed. We did add money to adult ed. One of the larger increases they have had. It is very difficult to go to school if you have a job. They need later times.

Senator Christmann: on this adult education line, are we talking about where a school teaches a welding class or computer.

Senator Robinson: We have an adult education program in our district. You tend to have the perception there will be 30/40 year old.

Senator Warner: We had discussion regarding geographical alliance, is that in there?

Chairman Holmberg: It is in there and is already funded. We added funding for the Indian Education. We restored the salary and equity funding to the dept budget. #6 was interesting. In the stimulus package, there is direct reference for utilizing funding we felt it made sense to use the fed stimulus. We pick it up later under stimulus money. #7 Legislative Council put

their memo; identified $11M savings from utilizing stimulus money, there is $85M going out to schools under the title 1 formula. All we did took out the gen fund, left the program there for the next biennium. We are suggesting the schools can use this money. #8 restored 3 FTE positions.

Senator Christmann: What do the school approval people do?

Jerry ??(No last name offered): It is a staff member that will be for processing professional? That is required in 1400 committee for professional development.

Chairman Holmberg: the way all this works that in the event for example school improvement would come out if 1400 doesn't pass. In order to make 1400 cash flow, in the old days, it was very difficult to project how much, now through formula changes, it is still a guess but a lot better than it used to. The formula in 1400 didn't have enough money in it. (16.11)

V. Chair Bowman: How can we be off that much on projections?

Chairman Holmberg: No it is not projections. The funding formula that was there, after checking with DPI and council, there wasn't enough money in the bill. We added that money so the two bills mesh. #10 is money fed stimulus money that has to be appropriated on page 3 is a listing where that money is distributed. The biggest is stabilization fund, $85M, the title 1 formula. We have nothing to say about that formula. Then #11 sections having to do with the administrative funding, it has to be separate; we are making sure we identify the money that comes from that. There are 2 pots here, admin costs related to stimulus, and early childhood learning; both are appropriate to use that source for funding. The other items there were two we put both in the same bill. (18.26)

Top priority was transportation.

Allen Knutson: If the projection is $30 M, the other one will spend for transportation one for deferred maintenance. They will take effect at the same time.

Chairman Holmberg: the policy question is deferred maintenance. The schools that are enriched by the stimulus money can utilize that money for deferred maintenance.

Senator Krauter: I have 2 questions; one on the contingent appropriation, what do you mean by projected? is this in relation to the 2011-13 biennium?

Allen Knutson: section 2 more than 30 million, at the end of session, then these contingencies go into effect. OMB makes the determination.

Chairman Holmberg: this is different than the contingency scheme we have used in the past in which we were contingentizing for the Foundation aid program which did not materialize this time.

Senator Krauter: Second question #11 item: regarding the administrative operating, did I hear you say that is going to OMB

Chairman Holmberg: there was 19 million available to governor's office, and it is appropriate to charge that fund the admin of the stimulus money that is coming through DPI. This is not a duplicate. State Library – we gave them their money.

School for the deaf is a challenge. The infirmary building, they provided testimony regarding asbestos removal. We added a section. The sup is going to retire, the choices we had, we picked the choice the Director of Human Services, take over administrative duties, we had to give flexibility with salary and wages. Then we had the building remodel at $1.6M. There is a lot of building, a lot of land, we won't spend the money to remodel. They asked about elevator handicap accessibility. There will be a new administration, there is study language will be done, the facts are it is a huge campus, way under utilize and it was asked why don't they sell some of that off?

Senator Robinson: some have ceased to be an asset, they are a liability. If you are on the interim committee, don't go into a basement of one of the buildings.

Chairman Holmberg: Vision services funding for operating expenses in different bill. We put in funding for ½ time FTE. Senior citizens having vision problems have grown. We went with 1 FTE and that person is in Minot. We added one that would be cited in the eastern part of the state for adult services. We did come across the problem, you have two categories: blind & deaf schools, we wanted to make sure they were covered. So they are getting appropriate raises.

Allen Knutson: They are included in the teacher, but not on the 5 and 5.

Chairman Holmberg:

Senator Robinson: Moved the amendment #98014.0201.

Senator Wardner: Seconded

Senator Christmann: I have 2 questions: first off, regarding contingency funds, I have always opposed these things, but I do want to understand this better. If we hit that $30M amount is it the next $15M that would make up the 10 & 5 for DOT, or at the point we hit $30M, do we send that out and we are down to $15M?

Allen Knutson: Helped Senator Christmann understand.

Senator Christmann: With the stimulus money, I can make my point on the first one, there is about 63 million withdrawn with transition. How is the transition money dealt with in here?

Chairman Holmberg: Very lightly, the 11 million that went to at risk was the only stimulus money that the policy committee could get their arms around. The problem is 63 million we have would have gone out under our foundation aid program. The $85M stimulus money that goes out is a totally different formula. For example, Thompson School District would lose $100/student the 1st year and $150/student the 2nd. If you are going to take the money out of foundation aid, we can't have a 3 tiered foundation aid program. They didn't do it and we did not make any changes there.

Senator Christmann: (32) the title one money, as opposed to other foundation aid money, if a district, do they go out at different times and are distinctive or do you get all this money and a little note stating you received x?

Chairman Holmberg: I don't know the specific timing, I do know they are accountable for all of that Title I money. They have to apply for the usage of that money and they have to let the feds know exactly what they are doing with it. We will hear that in 1276, after school programs. But as we learned, the school district X can use the stimulus money for that after school program.

Senator Christmann: Was there any consideration on any of these line items not being used and ultimately turned back?

Chairman Holmberg: if there was any discussion on that we had none. This is money that you could turn down. The situations we are in we either accept it or reject it. But not part of the discussion.

Senator Krauter: I don't see transportation dollars here.

Chairman Holmberg: that is in 1400 hard money, not contingent. What is the total amount then and how does that amount compare to the amount that we asked for? $47.5M

Allen Knutson: gave the amount in each bill, this one and 1400.

Chairman Holmberg: there is

Senator Krauter: many sessions, I would imagine 1013 will go to conference. But 1400, I don't foresee any of us being on that conference committee and we just gave away the opportunity to fund transportation the way we should be funding it, which is in the appropriations bill. When that organization got together, they came in with one focused. I can see when the conference committee gets going on 1400, that's going to be the give-away! I won't stand for that, so I am making a motion to have it here. We got to have it here because this is the $$$DOLLAR BILL, the other was a policy bill. We have to have the money here.

All in favor of the amendment. Say aye. It passed by voice vote.

Senator Krauter: I would like to further amend HB 1013 to? So the money is in this bill. My intention when we get to 1400 we will take the money out of that.

Chairman Holmberg: 5 million

Senator Krauter: Motion to add $5M to HB 1013 to get it up to the amount requested.

Senator Warner: Seconded

Chairman Holmberg: that would eliminate the 5 million contingents.

Senator Krauter: not asking for that, I'm only adding $5 million to this.

Allen Knutson: explained

Much discussion regarding these two bills. (40.36) that is not their job.

Senator Robinson: we discussed this in our subcommittee. The lack of any type of control. The rural schools depend on this. Their costs are up. It is an important issue.

Chairman Holmberg: What will happen we will dispose of 1013? Amendments 1400 being drafted will reflect with what happens. We'll pass this out later today.

Chairman Holmberg: asked for a motion to pass 1013 as amended.

Senator Robinson: Moved a Do Pass as Amended

Senator Krauter: Seconded

Chairman Holmberg: There will be an amendment I understand Senator Krauter will be making when we take up 1400 but we will not take that up today. It is not ready.

Senator Mathern: Does this mean the transportation money is in? He was told no.

A ROLL CALL VOTE WAS TAKEN ON A DO PASS AS AMENDED ON 1013 RESULTING IN 12 YEAS, 0 NAYS, AND 2 ABSENT. CHAIRMAN HOLMBERG CARRIES THE BILL.

Chairman Holmberg: Closed the hearing on HB 1013

Date: 4/1/09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate **Senate Appropriations** Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number amendment #98014.0201

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Robinson Seconded By (Wardner)

Representatives	Yes	No	Representatives	Yes	No
Senator Wardner			Senator Robinson		
Senator Fischer			Senator Lindaas		
V. Chair Bowman			Senator Warner		
Senator Krebsbach			Senator Krauter		
Senator Christmann			Senator Seymour		
Chairman Holmberg			Senator Mathern		
Senator Kilzer					
V. Chair Grindberg					

Total Yes Voice Vote carried yes. No

Absent

Floor Assignment

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

Date: 4/1/09
Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate **Senate Appropriations** Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number Krauters Amendment

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Krauter Seconded By ~~Warner~~ Robinson

Representatives	Yes	No	Representatives	Yes	No
Senator Krebsbach		✓	Senator Seymour	✓	
Senator Fischer A		✓	Senator Lindaas	✓	
Senator Wardner		✓	Senator Robinson	✓	
Senator Kilzer		✓	Senator Warner	✓	
V. Chair Bowman	✓		Senator Krauter	✓	
Senator Christmann		✓	Senator Mathern A		
V. Chair Grindberg A		✓			
Chairman Holmberg		✓			

Total Yes 6 No 5

Absent

Floor Assignment To add 3 amendments

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

98014.0202
Title. 0300
Fiscal No. 2

Prepared by the Legislative Council staff for
Senate Appropriations
April 1, 2009

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page, 1, line 21, replace "1,330,606" with "2,283,467" and replace "12,746,140" with "13,699,001"

Page 1, line 22, replace "11,242,300" with "11,313,692" and replace "30,980,594" with "31,051,986"

Page 1, line 23, replace "100,800,000" with "99,000,000" and replace "826,965,879" with "825,165,879"

Page 2, line 1, replace "5,000,000" with "10,000,000" and replace "38,500,000" with "43,500,000"

Page 2, line 2, replace "14,829,915" with "15,287,915" and replace "242,531,721" with "242,989,721"

Page 2, line 4, replace "55,000" with "62,500" and replace "95,000" with "102,500"

Page 2, line 5, replace "131,257,821" with "135,947,574" and replace "1,167,349,334" with "1,172,039,087"

Page 2, line 6, replace "34,366,125" with "34,786,136" and replace "360,034,363" with "360,454,374"

Page 2, line 7, replace "96,891,696" with "101,161,438" and replace "807,314,971" with "811,584,713"

Page 2, line 8, replace "2.00" with "5.00" and replace "96.75" with "99.75"

Page 2, line 13, replace "501,421" with "656,518" and replace "3,129,915" with "3,285,012"

Page 2, line 16, replace "606,222" with "761,319" and replace "6,464,988" with "6,620,085"

Page 2, line 17, replace "35,230" with "58,442" and replace "1,916,483" with "1,939,695"

Page 2, line 18, replace "570,992" with "702,877" and replace "4,548,505" with "4,680,390"

Page 2, line 24, replace "569,456" with "738,561" and replace "5,334,629" with "5,503,734"

Page 2, line 26, replace "162,640" with "179,140" and replace "212,640" with "229,140"

Page 2, line 28, replace "955,021" with "1,140,626" and replace "7,284,477" with "7,470,082"

Page 2, line 29, replace "288,092" with "295,443" and replace "1,327,110" with "1,334,461"

Page 2, line 30, replace "666,929" with "845,183" and replace "5,957,367" with "6,135,621"

Page 3, line 5, replace "330,886" with "585,796" and replace "3,309,781" with "3,564,691"

Page 3, line 6, replace "18,200" with "39,854" and replace "658,998" with "680,652"

Page 3, line 9, replace "298,486" with "575,050" and replace "4,060,279" with "4,336,843"

Page 3, line 10, replace "(35,546)" with "(23,275)" and replace "808,311" with "820,582"

Page 3, line 11, replace "334,032" with "598,325" and replace "3,251,968" with "3,516,261"

Page 3, line 12, replace "0.00" with "1.50" and replace "28.00" with "29.50"

Page 3, line 17, replace "98,463,649" with "103,307,823" and replace "821,072,811" with "825,916,985"

Page 3, line 18, replace "34,653,901" with "188,486,482" and replace "364,086,267" with "517,918,848"

Page 3, line 19, replace "133,117,550" with "291,794,305" and replace "1,185,159,078" with "1,343,835,833"

Page 4, after line 12, insert:

"**SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Fiscal stabilization - Education funds	$85,644,337
Title I - Part A	27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (passthrough from the state department of health)	1,730,000
Total federal funds	$153,023,388

The superintendent of public instruction may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated in this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the

period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Department of public instruction administrative costs relating to federal fiscal stimulus payment to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early childhood learning council operating expenses	20,000
Total federal funds from governor's office	$346,348

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. LINE ITEM TRANSFERS - SCHOOL FOR THE DEAF. Notwithstanding section 54-16-04, the director of the office of management and budget and the state treasurer shall transfer funds from the salaries and wages line item to the operating expenses line item contained in subdivision 3 of section 1 of this Act of up to $100,000 as requested by the superintendent of public instruction to provide funding for a future services plan and implementation for the school for the deaf, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 5, line 25, after "of" insert "individuals pursuing a" and ~~remove~~ replace "graduates" with a comma

Page 7, after line 7, insert:

"SECTION 18. CONTINGENT APPROPRIATION - DEFERRED MAINTENANCE AND PHYSICAL PLANT IMPROVEMENT GRANTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of awarding grants to eligible school districts for deferred maintenance and physical plant improvements, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. If the office of management and budget determines by July 31, 2010, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Twenty thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2011, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session,

the superintendent of public instruction shall forward to each eligible school district:

a. Twenty thousand dollars; plus

b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

4. By June 30, 2012, each school district that receives a deferred maintenance and physical plant improvement grant from the superintendent of public instruction shall:

a. Submit to the superintendent documentation detailing how the grant funds were expended; and

b. Return any unexpended grant funds to the superintendent for deposit in the general fund.

5. The superintendent of public instruction may provide a deferred maintenance and physical plant improvement grant only to a school district that:

a. Has a general fund levy equal to at least one hundred fifty mills for the taxable year 2008;

b. Is not precluded from receiving state aid by the provisions of section 15.1-27-35.3; and

c. Provides a monetary match equal to the grant amount."

Page 8, line 19, replace "Section 5 of this Act is ~~declared to be~~" with "Sections 3, 4, and 8 of this Act are ~~declared to be~~"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0202 FN 2

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Department of Public Instruction				
Total all funds	$1,180,107,587	$1,167,349,334	$158,059,489	$1,325,408,823
Less estimated income	359,805,146	360,034,363	153,789,747	513,824,110
General fund	$820,302,441	$807,314,971	$4,269,742	$811,584,713
State Library				
Total all funds	$6,620,085	$6,464,988	$155,097	$6,620,085
Less estimated income	1,939,695	1,916,483	23,212	1,939,695
General fund	$4,680,390	$4,548,505	$131,885	$4,680,390
School for the Deaf				
Total all funds	$7,429,082	$7,284,477	$185,605	$7,470,082
Less estimated income	1,334,461	1,327,110	7,351	1,334,461
General fund	$6,094,621	$5,957,367	$178,254	$6,135,621
Vision Services - School for the Blind				
Total all funds	$4,161,253	$4,060,279	$276,564	$4,336,843
Less estimated income	820,582	808,311	12,271	820,582
General fund	$3,340,671	$3,251,968	$264,293	$3,516,261
Bill total				
Total all funds	$1,198,318,007	$1,185,159,078	$158,676,755	$1,343,835,833
Less estimated income	363,899,884	364,086,267	153,832,581	517,918,848
General fund	$834,418,123	$821,072,811	$4,844,174	$825,916,985

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

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$13,699,001	$12,746,140	$952,861	$13,699,001
Operating expenses	30,991,986	30,980,594	71,392	31,051,986
Grants - State school aid	837,125,879	826,965,879	(1,800,000)	825,165,879
Grants - Special education contracts	15,500,000	15,500,000		15,500,000
Grants - Transportation	38,500,000	38,500,000	5,000,000	43,500,000
Grants - Other grants	244,165,721	242,531,721	458,000	242,989,721
Transportation efficiency	30,000	30,000		30,000
National board certification	95,000	95,000	7,500	102,500
Federal fiscal stimulus funds			153,023,388	153,023,388
Federal fiscal stabilization - Other			346,348	346,348
Total all funds	$1,180,107,587	$1,167,349,334	$158,059,489	$1,325,408,823
Less estimated income	359,805,146	360,034,363	153,789,747	513,824,110
General fund	$820,302,441	$807,314,971	$4,269,742	$811,584,713
FTE	99.75	96.75	3.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Increases Funding for National Board Certification[1]	Increases Funding for Other Grants[2]	Adds Funding for North Dakota Indian Education Advisory Council[3]	Restores Funding Relating to Anticipated Salary Savings[4]	Restores Salary Equity Funding[5]	Removes Funding for Early Childhood Learning Council[6]
Salaries and wages				$255,617	$347,079	
Operating expenses			66,000			(20,000)
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants		458,000				
Transportation efficiency						
National board certification	7,500					
Federal fiscal stimulus funds						
Federal fiscal stabilization - Other						
Total all funds	$7,500	$458,000	$66,000	$255,617	$347,079	($20,000)
Less estimated income	0	0	0	177,055	242,956	0
General fund	$7,500	$458,000	$66,000	$78,562	$104,123	($20,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Decreases State School Aid Funding[7]	Restores New FTE Positions[8]	Restores State School Aid Funding[9]	Appropriates Federal Fiscal Stimulus Funding[10]	Provides Administrative Funding From Federal Fiscal Stabilization Funds[11]	Adds Funding to Transportation Grants[12]
Salaries and wages		$350,165				
Operating expenses		25,392				
Grants - State school aid	(11,000,000)		9,200,000			
Grants - Special education contracts						
Grants - Transportation						5,000,000
Grants - Other grants						
Transportation efficiency						
National board certification						
Federal fiscal stimulus funds				153,023,388		
Federal fiscal stabilization - Other					346,348	
Total all funds	($11,000,000)	$375,557	$9,200,000	$153,023,388	$346,348	$5,000,000
Less estimated income	0	0	0	153,023,388	346,348	0
General fund	($11,000,000)	$375,557	$9,200,000	$0	$0	$5,000,000
FTE	0.00	3.00	0.00	0.00	0.00	0.00

	Total Senate Changes
Salaries and wages	$952,861
Operating expenses	71,392
Grants - State school aid	(1,800,000)
Grants - Special education contracts	
Grants - Transportation	5,000,000
Grants - Other grants	458,000
Transportation efficiency	
National board certification	7,500
Federal fiscal stimulus funds	153,023,388
Federal fiscal stabilization - Other	346,348
Total all funds	$158,059,489
Less estimated income	153,789,747
General fund	$4,269,742
FTE	3.00

[1] This amendment increases funding for national board certification to provide a total of $102,500.

[2] Funding for other grants is increased as follows:

	General Fund Increase	Total General Fund
Northern Plains Writing Project	$25,000	$83,000
Red River Valley Writing Project	20,000	70,000
North Dakota Young Entrepreneur Education Program	100,000	100,000
"We the People" Program	18,000	18,000
Adult education grants	295,000	1,850,000
Total general fund	$458,000	$2,121,000

[3] Funding is added for operating expenses for the North Dakota Indian Education Advisory Council.

[4] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover.

[5] This amendment restores salary equity funding removed by the House.

[6] Funding from the general fund is removed for the Early Childhood Learning Council and replaced in a separate section with federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009.

[7] This amendment reduces the state school aid line item due to delaying the "at risk" factor change in the state school aid formula until the 2011-13 biennium.

[8] This amendment restores 3 FTE positions removed by the House for school approval (2 FTE) and support of career advisors (1 FTE), including salaries and wages ($350,165) and related operating expenses ($25,392).

[9] This amendment:

- Restores state school aid funding removed by the House of $7,060,000;
- Increases state school aid funding to provide for state school aid formula changes made in House Bill No. 1400 of $1,790,000; and
- Provides $350,000 relating to changes to North Dakota Century Code Section 15.1-29-14(6) (Section 17 of the engrossed bill) regarding residential facility summer programs.

[10] A section is added appropriating federal fiscal stimulus funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, as follows:

Fiscal stabilization funds - Education	$85,644,337
Title I - Part A	27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (funds from the State Department of Health)	1,730,000
Total federal funds	$153,023,388

[11] A section is added appropriating federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009, as follows:

Department of Public Instruction administrative costs relating to federal fiscal stimulus payments to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early Childhood Learning Council operating expenses	20,000
Total federal funds (from Governor's office)	$346,348

[12] Transportation grant funding is increased by $5 million to provide a total of $43.5 million.

A section is added providing a $10 million contingent appropriation for deferred maintenance and physical plant improvement grants.

House Bill No. 1013 - State Library - Senate Action

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$3,285,012	$3,129,915	$155,097	$3,285,012
Operating expenses	1,482,573	1,482,573		1,482,573
Grants	1,852,500	1,852,500		1,852,500
Total all funds	$6,620,085	$6,464,988	$155,097	$6,620,085
Less estimated income	1,939,695	1,916,483	23,212	1,939,695
General fund	$4,680,390	$4,548,505	$131,885	$4,680,390
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Restores Funding Relating to Anticipated Salary Savings[1]	Restores Salary Equity Funding[2]	Total Senate Changes
Salaries and wages	$63,876	$91,221	$155,097
Operating expenses			
Grants			
Total all funds	$63,876	$91,221	$155,097
Less estimated income	11,353	11,859	23,212
General fund	$52,523	$79,362	$131,885
FTE	0.00	0.00	0.00

[1] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover.

[2] This amendment restores salary equity funding removed by the House.

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

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$5,503,734	$5,334,629	$169,105	$5,503,734
Operating expenses	1,638,603	1,638,603		1,638,603
Capital assets	188,140	212,640	16,500	229,140
Deferred maintenance	98,605	98,605		98,605
Total all funds	$7,429,082	$7,284,477	$185,605	$7,470,082
Less estimated income	1,334,461	1,327,110	7,351	1,334,461
General fund	$6,094,621	$5,957,367	$178,254	$6,135,621
FTE	43.94	43.94	0.00	43.94

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Provides Funding for Asbestos Removal[1]	Restores Funding Relating to Anticipated Salary Savings[2]	Restores Salary Equity Funding[3]	Total Senate Changes
Salaries and wages		$108,870	$60,235	$169,105
Operating expenses				
Capital assets	16,500			16,500
Deferred maintenance				
Total all funds	$16,500	$108,870	$60,235	$185,605
Less estimated income	0	4,340	3,011	7,351
General fund	$16,500	$104,530	$57,224	$178,254
FTE	0.00	0.00	0.00	0.00

[1] This amendment provides funds to complete the asbestos removal from the Infirmary building and is in addition to the $24,500 provided by the House for demolition of the building to provide a total of $41,000.

[2] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover.

[3] This amendment restores salary equity funding removed by the House.

A section is added authorizing the Superintendent of Public Instruction to transfer up to $100,000 from the salaries and wages line item to the operating expenses line item to provide funding for a future services plan and implementation for the School for the Deaf.

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

	Executive Budget	House Version	Senate Changes	Senate Version
Salaries and wages	$3,410,755	$3,309,781	$254,910	$3,564,691
Operating expenses	658,998	658,998	21,654	680,652
Capital assets	27,000	27,000		27,000
Deferred maintenance	64,500	64,500		64,500
Total all funds	$4,161,253	$4,060,279	$276,564	$4,336,843
Less estimated income	820,582	808,311	12,271	820,582
General fund	$3,340,671	$3,251,968	$264,293	$3,516,261
FTE	28.00	28.00	1.50	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds Funding for New Materials Center FTE[1]	Adds Funding for Additional Adult Services FTE[2]	Restores Funding Relating to Anticipated Salary Savings[3]	Restores Salary Equity Funding[4]	Total Senate Changes
Salaries and wages	$47,808	$106,128	$67,547	$33,427	$254,910
Operating expenses		21,654			21,654
Capital assets					
Deferred maintenance					
Total all funds	$47,808	$127,782	$67,547	$33,427	$276,564
Less estimated income	0	0	7,591	4,680	12,271
General fund	$47,808	$127,782	$59,956	$28,747	$264,293
FTE	0.50	1.00	0.00	0.00	1.50

[1] This amendment provides additional funding and a .5 FTE for the National Instructional Materials Accessibility Center. Additional funding for operating expenses ($4,554) relating to the center are included in House Bill No. 1078.

[2] This amendment provides additional funding and 1 FTE for adult services in eastern North Dakota, including salaries ($106,128) and operating expenses ($21,654).

[3] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover.

[4] This amendment restores salary equity funding removed by the House.

Date: 4/1/09
Roll Call Vote #: 3

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1013

Senate **Senate Appropriations** Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Robinson Seconded By Krauter

Representatives	Yes	No	Representatives	Yes	No
Senator Fischer A			Senator Warner	✓	
Senator Christmann	✓		Senator Robinson	✓	
Senator Krebsbach A			Senator Krauter	✓	
Senator Bowman	✓		Senator Lindaas	✓	
Senator Kilzer	✓		Senator Mathern	✓	
Senator Grindberg	✓		Senator Seymour	✓	
Senator Wardner	✓				
Chairman Holmberg	✓				

Total Yes 12 No 0

Absent 2

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE

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

Page, 1, line 21, replace "1,330,606" with "2,283,467" and replace "12,746,140" with "13,699,001"

Page 1, line 22, replace "11,242,300" with "11,313,692" and replace "30,980,594" with "31,051,986"

Page 1, line 23, replace "100,800,000" with "99,000,000" and replace "826,965,879" with "825,165,879"

Page 2, line 1, replace "5,000,000" with "10,000,000" and replace "38,500,000" with "43,500,000"

Page 2, line 2, replace "14,829,915" with "15,287,915" and replace "242,531,721" with "242,989,721"

Page 2, line 4, replace "55,000" with "62,500" and replace "95,000" with "102,500"

Page 2, line 5, replace "131,257,821" with "135,947,574" and replace "1,167,349,334" with "1,172,039,087"

Page 2, line 6, replace "34,366,125" with "34,786,136" and replace "360,034,363" with "360,454,374"

Page 2, line 7, replace "96,891,696" with "101,161,438" and replace "807,314,971" with "811,584,713"

Page 2, line 8, replace "2.00" with "5.00" and replace "96.75" with "99.75"

Page 2, line 13, replace "501,421" with "656,518" and replace "3,129,915" with "3,285,012"

Page 2, line 16, replace "606,222" with "761,319" and replace "6,464,988" with "6,620,085"

Page 2, line 17, replace "35,230" with "58,442" and replace "1,916,483" with "1,939,695"

Page 2, line 18, replace "570,992" with "702,877" and replace "4,548,505" with "4,680,390"

Page 2, line 24, replace "569,456" with "738,561" and replace "5,334,629" with "5,503,734"

Page 2, line 26, replace "162,640" with "179,140" and replace "212,640" with "229,140"

Page 2, line 28, replace "955,021" with "1,140,626" and replace "7,284,477" with "7,470,082"

Page 2, line 29, replace "288,092" with "295,443" and replace "1,327,110" with "1,334,461"

Page 2, line 30, replace "666,929" with "845,183" and replace "5,957,367" with "6,135,621"

Page 3, line 5, replace "330,886" with "585,796" and replace "3,309,781" with "3,564,691"

Page 3, line 6, replace "18,200" with "39,854" and replace "658,998" with "680,652"

Page 3, line 9, replace "298,486" with "575,050" and replace "4,060,279" with "4,336,843"

Page 3, line 10, replace "(35,546)" with "(23,275)" and replace "808,311" with "820,582"

Page 3, line 11, replace "334,032" with "598,325" and replace "3,251,968" with "3,516,261"

Page 3, line 12, replace "0.00" with "1.50" and replace "28.00" with "29.50"

Page 3, line 17, replace "98,463,649" with "103,307,823" and replace "821,072,811" with "825,916,985"

Page 3, line 18, replace "34,653,901" with "188,486,482" and replace "364,086,267" with "517,918,848"

Page 3, line 19, replace "133,117,550" with "291,794,305" and replace "1,185,159,078" with "1,343,835,833"

Page 4, after line 12, insert:

"**SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Fiscal stabilization - Education funds	$85,644,337
Title I - Part A	27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (passthrough from the state department of health)	1,730,000
Total federal funds	$153,023,388

The superintendent of public instruction may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated in this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Department of public instruction administrative costs relating to federal fiscal stimulus payment to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early childhood learning council operating expenses	20,000
Total federal funds from governor's office	$346,348

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. LINE ITEM TRANSFERS - SCHOOL FOR THE DEAF. Notwithstanding section 54-16-04, the director of the office of management and budget and the state treasurer shall transfer funds from the salaries and wages line item to the operating expenses line item contained in subdivision 3 of section 1 of this Act of up to $100,000 as requested by the superintendent of public instruction to provide funding for a future services plan and implementation for the school for the deaf, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 5, line 25, after "of" insert "individuals pursuing a" and replace "graduates" with a comma

Page 7, after line 7, insert:

"SECTION 18. CONTINGENT APPROPRIATION - DEFERRED MAINTENANCE AND PHYSICAL PLANT IMPROVEMENT GRANTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of awarding grants to eligible school districts for deferred maintenance and physical plant improvements, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. If the office of management and budget determines by July 31, 2010, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Twenty thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2011, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Twenty thousand dollars; plus

b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

4. By June 30, 2012, each school district that receives a deferred maintenance and physical plant improvement grant from the superintendent of public instruction shall:

   a. Submit to the superintendent documentation detailing how the grant funds were expended; and

   b. Return any unexpended grant funds to the superintendent for deposit in the general fund.

5. The superintendent of public instruction may provide a deferred maintenance and physical plant improvement grant only to a school district that:

   a. Has a general fund levy equal to at least one hundred fifty mills for the taxable year 2008;

   b. Is not precluded from receiving state aid by the provisions of section 15.1-27-35.3; and

   c. Provides a monetary match equal to the grant amount."

Page 8, line 19, replace "Section 5 of this Act is" with "Sections 3, 4, and 8 of this Act are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0202 FN 2

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 HOUSE APPROPRIATIONS

CONFERENCE COMMITTEE

HB 1013

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: April 22, 2009

Recorder Job Number: 12087

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Holmberg, Wardner and Robinson and Representatives Wald and Kroeber. He called on Senator Holmberg to walk them through the Senate changes. Wait to see what happens in HB 1400 but we can start by having the Senate walk through their amendments

Senator Holmberg: Explained the amendments, see attachment 1. What the House put in we left alone. The changes are on the footnotes on fiscal # 2, page 2. The first footnote had to do with increased funding for National Board Certification adding $7500 for a total of $102,500.

The second change is increased funding for other grants of $458,000

Adding to the Northern Plains Writing Project, at a total of $83,000, the Red River Valley Writing Project $20,00, the North Dakota Young Entrepreneur project was added in.

We the People, $9000 per year to the winning school to help with their costs to travel to Washington, DC to learn about the government process.

Chairman Skarphol: Competition within the state,

Senator Holmberg: Competition within the State. Adult Education, we put $295,000 for non traditional students.

Chairman Skarphol: Adult education, folks should have the opportunity to take a pre college test. Is that in HB 1400, as well as the funding? We did put permissive language in on the House side to enable some of these dollars to be utilized.

Senator Robinson: The program is successful. It helps with Alternative Ed that doesn't exist in many schools. Adult Ed programs are for 56 or 40 yr olds are enrolled and the programs are at capacity. It is their last resort and it provides an important service for the state.

Senator Holmberg: Footnote # 3, we had a meeting up in Indian Affairs, and Senator Robinson was the point person and will make comments regarding that.

Senator Robinson: This program is something we need to look at for a number of reasons, looking at the situation that exists in North Dakota that is Native Americans. The growths in our school system across the state are largely Native Americans. We typically think they are going to school in the reservation schools and that is not necessarily the case. New leadership in Department of Public Instruction (DPI) in this area and we were convinced in our section to put more focus on what we are doing in Native American education. There are some Best Practices that are in place that are serving to retain students, to increase graduation rates. In many of these schools their turnover of teachers is very high, lasting a year or two. These students are longing for mentors, looking for someone that will identify with them, that will live on the reservation, near the school, spend 4-5 years in the system and all of that speaks to a greater level of success. In the absence of this program we will see trends that are unacceptable. This would advance this program, to replicate the Best Practices approach

across the state in this growing population. We are convinced that it would be a good investment of dollars.

Chairman Skarphol: The $66,000 is to pay the cost of this council in their operation.

Senator Holmberg: Number 6, there was funding for Early Childhood Learning Council but we also noted that in the fiscal stabilization moneys, so we switched the funding source of that $20,000.

Foot note # 7 has to do with the At Risk factor change in the School Aid formula, see p. 3 of the Statement of Purpose. In HB 1400 there was a program to assist the At Risk students. There was $11M in the Governor's budget for that program. That would have gone out on the same formula as the Title I money, if the $85M is going out to those schools. The Senate Appropriations said the program makes sense but $11M is what we were gonna send out but the Feds are sending $85M on that same formula. The Senate then kept the program in place saying that in the 2011 biennium that program will be part of the budget cycle and process but we removed the $11M from this budget cycle.

Chairman Skarphol: I hope next biennium we would not sustain it at $85M.

Senator Holmberg: Language that addresses that.

Number 8 is restoring 3 FTE positions that were in the budget but removed in the House, Number 9 is the School Aid Formula that was underfunded by some $9.2M. We spent the $11 almost immediately.

Rep. Kroeber: The 3 FTEs where would they be at?

Senator Holmberg: The Career Advisor would be in the Department

Rep. Kroeber: Are they the same that would be in CT and E. We already have career trainers in CT and E.

Chairman Skarphol: That is the difference, we have the trainers in CT and E.

Rep. Kroeber: I was under the impression that the administrator was the one new FTE that we put in CT and E for the Career Advisors.

Chairman Skarphol: We should have council lay this out for us in a memo

Senator Holmberg: Addressing Footnote # 10 p. 4, a section was added, the $153M in Federal stimulus funds.

Footnote # 11 the $20,000 for the Early Childhood Learning Council operating expenses and expenses related to the tracking of the Federal stimulus payments.

Chairman Skarphol: The provisions on the dollars, the $153M in Section 10 do not allow for any of it to be used for administration.

Senator Holmberg: No. We end up with major appropriations for schools in both the DPI budget and the Education Bill itself. We felt they should all be in the appropriations bill so we transferred all appropriations including the transportation money. There was a $2M addition during the process and we took all the money out of HB 1400 and put it all in here for a total of $5M new dollars over and above what the House had. I think $2M of that $5M came out of the House.

Roxanne Woeste, Legislative Council Representative: I believe there was $2M in HB 1400.

Chairman Skarphol: In this current biennium there was $5M as a contingent appropriation for deferred maintenance. We changed that to transportation. Maybe that's the $5M you are referring to here.

Senator Holmberg: There is a $5M contingent appropriation also in the Bill. This is a $5M cash, so the way Transportation sits right now, it is actually what the group of small rural

schools was testifying in favor of and that was a total of $48M in transportation. $43.5M is hard cash and then there is the $5M.

Chairman Skarphol: The $5M we put in, you didn't do anything with.

Senator Holmberg: We also made changes for the other bodies that dwell within that budget. We changed the traditional ones on the library.

School for the Deaf, P. 5, the demolition of the infirmary building, the asbestos issue was brought to our attention and we added $16,500 for the removal of the asbestos.

We added a section authorizing the Superintendent of DPI to transfer up to $100,000 from salaries to provide funding for future service plan and implementation for the School for the Deaf. We did not tackle the trade building. There is a section on administration that would allow them to have one administrator for both the School for the Deaf and the School for the Blind. There was the designation of the National Instructional Materials Accessibility Center, we added $47,000 and ½ time FTE. Last time there was a big push to add vision services for adults. We added 1 FTE. Looking at the actual language amendments, starting on P. 2 can be read.

Chairman Skarphol: The trades building at school for the Deaf, the House side has suggested that they could borrow money that would allow them to put together a business plan that would allow them to adequately pay for its costs. Are you amenable to that idea?

Senator Holmberg: They wanted to have bonding authority and there is no mechanism for a state agency to do that.

Senator Robinson: There was frustration on our side, to do nothing is not the answer, even divesting ourselves of the property and giving it to the city for a dollar. It is almost a liability right now.

Chairman Skarphol: Find out what we can and cannot do. We are out of time and we will meet again at the call of the Chair.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: April 25, 2009

Recorder Job Number: 12256

Committee Clerk Signature Shirley Brauning

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013.

Members present included Senators Holmberg, Wardner and Robinson and Representatives Wald and Kroeber. He called on Senator Holmberg to walk them through the Senate changes.

Wait to see what happens in HB 1400 but we can start by having the Senate walk through their amendments

One thing discussed was the Trades Building on the campus for the School for the Deaf, to renovate it and making it a revenue generating building, about $1.5-$1.6M to do the renovation. There is 6100 square foot per floor at an $8 per square foot rental. The numbers just don't work. There's a $37,000 operating cost per year. How could we make that work? There is a potential customer Have discussions with Department of Human Services said they would be interested in leasing space and another customer who might be interested in the remaining lease. Adding more money to these budgets is not a top priority on my list.

Walk through what you had done, at least with the Statement of Purpose.

The equity issue is one we have an understanding on.

We change the funding source for At Risk. We might as well utilize Federal dollars available.

Recognizing Rep. Kelsch and asking if there is potential for some work done.

Senator Holmberg: Addressing Rep. Kelsch, adding more transportation money into HB 1400, is that a possibility? You are shaking your head that that is not the case. Is there discussion to add money into that Bill?

Rep. Kelsch, Dist. 34: We have done no additional dollars from the budget to 1400 from the way it came from the Senate.

Senator Holmberg: Did you adjust, because we had added altogether additional money into transportation. Are you looking at adding to those numbers to reflect the different payment?

Rep. Kelsch: Yes.

Chairman Skarphol: That refers to the firm dollars that are available, not the contingent. How does the contingent money get distributed?

Rep. Kelsch: Based on the Transportation formula, according to code. Deferred payments, how are they sent out, has not been finalized. If those deferred payments come in, how are they sent out?

Chairman Skarphol: What is the proper location for the language relative to the scholarships program; Higher Education or K-12

Rep. Kelsch: The language currently in 2003 is already obsolete, dates were wrong, etc. In HB1400 the language is correct. We can provide it to you. There is an amendment on HB 1400 that addresses it.

Chairman Skarphol: We want to know where the proper location would be.

Senator Holmberg: We asked specifically Higher Ed, they could care less. Share the amendment you have so we could see that language.

Rep. Kelsch: We believe we have all of the items addressed and will share that with you.

Chairman Skarphol: We are still referring to it as Merit Scholarships. We all want the same verbiage when we come to the floor.

Let's touch on the other entities that are in here for right now. The building issue at the School for the Deaf, you did the asbestos removal and we authorized the tear down.

Vision services was added, as well as the State Library and the School for the Deaf, anyone have problems with those or other items?

Regarding the National Board Certification, should we assume we should take that out? The Senate added $7500 to increase money for the National Board Certification. Was that discussed on the Commission on Education?

Senator Holmberg: That provided the total $102,500. This has to be to pay for the cost of the test, I believe.

Rep. Kelsch: This is the stipend, the one we've had every session. It is kind of an ongoing program.

Sheila Sandness, Legislative Council Representative: That $7500 came from testimony by the director of Education Centers to complete the individuals who are in the program currently.

Chairman Skarphol: Ongoing need, is that the same? The $102,500 or is there makeup and fall back?

Rep. Kelsch: To fulfill, the $7500 is the makeup. We had to keep the ongoing at about $102,000. It is typically $95,000 so the extra dollars is the makeup for those teachers that were missed the last biennium.

Chairman Skarphol: With regard to deferred maintenance. Do we have any business getting into that area in K-12? There are a lot of expressed needs.

Senator Holmberg: The strength on that came from the Senate Education Committee.

Chairman Skarphol: If we are going to go into deferred maintenance maybe we should do more for those we are currently responsible for.

Rep. Kelsch: The $10M was used by the school districts. It may not be as necessary this biennium as the last. It was a motion in the last hour and not unanimous. It was put to good use. It may not as necessary as it was last time. Don't settle that issue just yet.

Chairman Skarphol: It is contingency money if something does get resolved.

Rep. Kelsch: When it passed out of the House you had it at $5M for transportation. While I think that there are deferred maintenance needs, you can use the AARA monies for deferred maintenance, you cannot use that for transportation.

Rep. Wald: Was there a flavor in your committee about moving in that direction? Are we opening the door too wide?

Rep. Kelsch: Because this issue was put into HB 1013, it is not in the policy bill. School districts out there need some help. It makes some sense, to provide direct benefits during the last session. It is tax relief.

Rep. Kroeber: Were they outright grants to the schools, matching grants or loans? Reading from the Bill.

Rep. Kelsch: It was just dollars, not a match.

Bonnie Miller, Administrative Services Director, Department of Public Instruction : It was a dollar for dollar match. $5M last time.

Senator Robinson: The potential of Stimulus money coming in, will the money be exhausted because of the large number of schools that apply and the money will be exhausted July 1?

Miller: We will provide a spreadsheet that will show you what schools applied. There were some schools that could provide the match.

Chairman Skarphol: Applied but could not supply the match. Get us that spread sheet.

Rep. Kelsch: There were two school districts, because of the mill levy that you had to be at, they missed it by .05%.

Chairman Skarphol: When you provide us with that spreadsheet provide us information on those two school districts.

Wait until we get some real word on the other issues

Adjourn

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: April 27, 2009

Recorder Job Number: 12293

Committee Clerk Signature LeMae Kuch

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Holmberg, Wardner and Robinson and Representatives Wald and Kroeber.

Chm. Skarphol: Not sure if the Senate discussed the stimulus dollars on K-12 or not, but it seems deferred maintenance can be taken care of with stimulus dollars.

Sheila Sandness, Legislative Council: the stimulus dollars going directly to schools?

Chm. Skarphol: Yes.

Sandness: That is true

Chm. Skarphol: The schools could use those for deferred maintenance. Therefore the appropriation we have in this bill may not be necessary. Rep. Wald will probably move that we remove that segment and allow for the schools to utilize the stimulus dollars in that regard. Any further conversation in regard to the School for the Deaf remodeling project?

Sen. Robinson: The House Conferees were going to follow up on that.

Chm. Skarphol: My observations in regard to the conversations with the bank is that all things considered, the costs of the renovation could not be covered if it was in a loan. The operating costs would be a little over $60,000 left to pay on a loan. It appears $900,000 could be

serviced. I would prefer to wait on that. If we find that we were going to utilize the stimulus dollars different with regard to per pupil payments, it would be more feasible to put money into that project. There are still things floating in the air with regard to this fiscal stabilization portion of the AARRA.

Chm. Skarphol: Our discussion last week, we concluded that we wanted to retain a national board certification. I don't have issues with regard to the Senate amendments.

Sen. Holmberg: With the exception, the one Senate Amendment we would take off, the restoring Salary Equity Funding.

Chm. Skarphol: Correct.

Rep. Kroeber: Where are we at with the FTEs on page 3 on the Statement of Purpose? The amendment restores 3 FTEs removed by the House for school approval. Two of them and support career advisors including salaries and wages $350,000, related expenses $25,000. Have we settled that issue?

Chm. Skarphol: The Career Advisor, based on 1400, would seem logical to retain. This is the individual that organizes the whole thing.

Rep. Kroeber: In the CTE budget, the CTE person is responsible for all the training. This person would be responsible for the coordination of the counselors into the system. The career advisors can only use 1/3 of the duties of the guidance counselor. This is what will need to be regulated by DPI to see that they are used for what they are trained for. We might want to keep in mind that that will not go into effect until the second year of the biennium. We did have it in CTE and we're going to take it out. The implication date of the Career Advisors was at the beginning of the biennium. There was only funding in it and that amount was for one year of the biennium. They won't be available when school first starts and they all need to

be certified. The requirement to drop down from 450 students to 300 per guidance counselor will not be in effect until the second year of the biennium.

Chm. Skarphol: And the salary is commensurate?

Rep. Kroeber: No. I think the salary was for the entire two years. If we are going to leave the salaries in for the other two, I don't have a problem with that. If we are not, I think we should review the duties. Not to require the duties if we are not going to have the people to go through those reports.

Chm. Skarphol: Items 3 and 4 on the green sheets?

Rep. Kroeber: It would be about $375,000 for the FTEs in total. The House took them out and the Senate put them back in.

Chm. Skarphol: Would the Senate like to comment?

Sen. Holmberg: The Career Advisor – they did convince us that they will need a person in the department for the managing of that. We heard testimony about the school approval, those FTEs, their importance in the office. They convinced us that those two FTEs were critical to the nature of the work. We did put them back in. These positions were all in the Executive Budget.

Chm. Skarphol: There were five in the Executive Budget. We removed three and left two.

Gary Gronberg, Assistant Superintendent of Public Instruction approached the podium.

Chm. Skarphol: Would you comment on the two noncareer advisor positions? The assistant director position and the administrative assistant II position.

Mr. Gronberg: In a simple way, those were federally funded positions. The three you removed were General Funded positions.

Chm. Skarphol: How does the Asst. Director position, that is General Funded that we removed, differ from the Assistant Director's position in the Standards and Achievement unit? What different duties are you adding that you need the additional FTE for?

Mr. Gronberg: It's for the Assessment Area that's federally funded for the state assessment program. It's the federal funded No Child Left Behind state assessment.

Chm. Skarphol: What are the duties of the General Funded one?

Mr. Gronberg: Counseling, professional development plans. The third was the Administrative Assistant. It's review of the federal development plans that was called for in HB1400. Then the career guidance was also called for in 1400, the support position was to support those two.

Chm. Skarphol: So the General Funded Assistant Director's position is to take care of counseling and professional development duties?

Mr. Gronberg: The Assistant Director was to review the professional development plans and to operate professional development committee from the field that was to be brought in to review those plans and provide the approval.

Chm. Skarphol: Who has had that responsibility up until now?

Mr. Gronberg: We do not have that responsibility now.

Rep. Kroeber: When you are talking about the counselors, are you talking about the Career Advisors? Or is there another counselor in here?

Mr. Gronberg: There is a position in CTE that will provide the credentials. We don't have anyone in either office to deal with new responsibilities of the guidance unit in schools. This position was to say those two kinds of professionals work together in a guidance program.

Rep. Kroeber: In our material this reads as "the Career Advisors to coordinate with the counselor position." Are the professional development plans still in HB 1400?

Mr. Gronberg: It is my understanding that they are.

Rep. Kroeber: Does this go into effect (the professional development plans) the 1st or 2nd year of the biennium?

Mr. Gronberg: I would have to check on that.

Rep. Wald: On page 2 of the Statement of Purpose, footnotes 7, 8, and 9, I understand 11 million applies to the next biennium 2011-2013. Then if you go to items 8 & 9, you restored the 9.2 million that the House deleted. What was your rationale for those three items?

Sen. Holmberg: The $85 million in the stimulus package is going out under the same formula that the $11 million would have gone out on the state program for helping at risk students. The Senate felt it made little sense to put another $11 million into a program that is already sending out $85 million on the same formula. The program itself was to go into effect and the money would go out this time. We had it go into effect in 2011 so the budget writers for the 2011 session could plan for that. That is why we did the $11 million. That was footnote 7. Footnote 8 deals with restoring the FTE positions. #9, the House removed $7,060,000 out of the school aid funding line. The projections we had from the department and through LC was that when HB 1400 was put to bed in the Senate, the cost to fund that was $9.2 million short. We decided at that stage that the whole thing is going to conference committee. We wanted to send HB 1400 and 1013 out of the Senate funded at the levels that were in the bill.

Rep. Wald: So that both bills are consistent.

Sen. Holmberg: 9.2 may not be the right number by the end of the session.

Rep. Wald: Was there discussion of supplementing stimulus money for the $9.2 million?

Chm. Skarphol: What has transpired on HB 1400 so far? Is there an increase or decrease in funding needs as compared to the Senate version?

Sandness: Not that I'm aware of. They changed some transportation rates. Those amounts were changed to coordinate with the increase that was put into 1013.

Chm. Skarphol: The changes in the formula for distribution on transportation are with relation to $43.5 million of our dollars and not with regard to the contingent dollars. They would be distributed in addition to. That's a contingency appropriation.

Sen. Holmberg: That's the area where we had testimony and information from the small and rural areas about that. We did not go back into HB 1400 and change the bus rates. We left that to the Education Committee and it sounds like they did that.

Chm. Skarphol: We have to recess shortly. What is the Senate's interest in the School for the Deaf project in regard to renovating? Is there enough interest in doing it that they would be willing to potentially take money from elsewhere within the budget to do it? If we're going to fund half of it and take a loan on the other half? Is that a possibility? The Dept. of Human Services has expressed an interest to move in there. They are talking about $8. Maybe that $8 can be changed. I don't know what it is like in Devils Lake for rental property. Is there an interest in doing that?

Sen. Wardner: When they testified on that, I thought that was the thing to do. If we can work it out, I don't have a problem. If we can use that building and fix it up. We were talking revenue bonds, but they can't do revenue bonds. There would be revenue from that facility because Human Services is interested. After we lost the fact that we couldn't use revenue bonds, we didn't know if those entities will still be there when we got it fixed. Would they still want to rent the facility? If we knew that somebody is going to rent it, that would be the smart thing to do.

Chm. Skarphol: I'll follow up some more on that.

Sen. Holmberg: We are removing that contingent funding – it appears by consensus – for deferred maintenance. We may want to look at that route as a potential funding source.

Chm. Skarphol recessed the committee.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: April 28, 2009

Recorder Job Number: 12349

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Holmberg, Wardner and Robinson and Representatives Wald and Kroeber.

We have the issue with deferred maintenance and it is apparent that we can use stimulus dollars for deferred maintenance.

Rep. Wald: Move to remove Section # 18 of the Engrossed Bill that relates to the contingent appropriation for deferred maintenance and physical plant improvements.

Senator Holmberg: Second

Rep. Wald: When we met with Fr. Gronberg he gave me a handout that deals with the use of stabilization funds and it is quite evident that this would qualify. So realizing that this is contingency money, it would free up $10M that could be transferred to using fiscal stabilization fund money. As I understand it, there's about $85M in that fund.

Chairman Skarphol: Further discussion, if not clerk take the roll.

Motion Carried Yes 5 No. 0 Absent: 1

Chairman Skarphol: With regard to the School for the Deaf and the Trades building, there has been a request to appropriate money for the renovation of that building and make it

available to lease to make use of the building. It would be $1.67M. We ought to seriously consider it, we are gonna renovate a building to lease to ourselves. The Department of Human Services would be one of the vendors. The initial estimate was $8 per square foot and they are currently paying $10 per square foot, so are we gonna up the rent on ourselves ?

Sheila Sandness, Legislative Council Representative: The optional package is $1,670,738.

Chairman Skarphol: Have you Senators had a chance to think about this? The second vendor is a foster care group Lake Social Service District.

Rep. Wald: We have 2 state related tenants in that building and we would pay for the remodeling costs.

Chairman Skarphol: That is correct. In the analysis the bank did, at $8 per square foot they felt that we may be capable of sustaining about a $900,000 loan however we would have to give that capability to the School for the Deaf because they don't currently have the ability to borrow money. Is it logical for us to borrow money?

Senator Holmberg: We came to no consensus. That's why it came over here for us to consider, Senator Robinson suggested we sell it for $1.00 and walk away from it.

Chairman Skarphol: It is on state property.

Rep. Wald: Is there asbestos?

Chairman Skarphol: Calling on **Dr. Gronberg, Assistant Superintendent of Public Instruction (DPI)**. Do you recall if there is an asbestos problem? There are current tenants in part of it, correct?

Rep. Wald: Is there a possibility for stimulus money?

Chairman Skarphol: Reviewing discussion for Senator Robinson who arrived late.

We are going to pay money to rent for ourselves.

Senator Robinson: There are some potential renters but the only assurance we have is the Department of Human Services.

Chairman Skarphol: Even that is not necessarily a guarantee. They would be interested in approximately 4400 square feet on the main floor. There's 6100 square feet per floor. I think for purposes of today we are going to leave it and make phone calls. We are still working with Mr. Gronberg and Legislative Council on whether or not there's a possibility of other things. Sheila, do you have a list of things we have voted on?

Sandness: The only other thing I have is the removal of the contingent deferred maintenance and a not that we would have to remove the salary equity funding because that was put back in by the Senate.

Senator Wardner: Do we have to wait until 1400 is done?

Chairman Skarphol: Yes.

Senator Robinson: Regarding the reporting system with NDPI, STARS, A number of school systems are concerned about the cost pass on for Power Schools is a concern. Tell us about the reporting system if we go down the road with both systems.

Gronberg: Addressing the duplication first. The systems pose two different purposes, they are not the same system. STARS is the DPI reporting mechanism for school districts to report for purposes of approval, accreditation, etc. It cannot be done with a local school power system that helps districts manage their day to day operation with attendance, grading, etc. Not the same purpose.

Rep. Kroeber: Are we all in agreement on the $5M in addition for the Transportation funding as far as being a contingent.

Sandness: It is currently in the Senate amendments. Depending on how you wish to proceed with the Bill. The Senate will have to recede from its amendments and then we will have to amend the Bill with whatever this committee comes up with. If you want to have that stay in you would have to adopt that as an amendment of this committee.

Rep. Kroeber: Keep that in mind on additional funding for transportation.

Chairman Skarphol: Do not need to reauthorize everything the Senate did. If that were the case, then the motion would have to be different because the Senate needs to have the ability to defend their position.

Senator Holmberg: Not willing to recede because it would wipe off all the amendments that we put on the bill.

Chairman Skarphol: The House Accede to the Senate and further amend. Unless we wanted to try to get something out of the Senate amendments.

Sandness: But if you wanted to change what the Senate did, if you recede to the Senate amendments it would be adopting the deferred maintenance.

Chairman Skarphol: But then we could further amend to remove it. Call it good for today and wait until HB 1400 is complete.

Adjourn

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: April 29, 2009

Recorder Job Number: 12377

Committee Clerk Signature

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Holmberg, Senator Wardner and Robinson and Representatives Wald and Kroeber.

I believe they are in the final stages on 1400. We did have discussion about renovation dollars at Devils Lake School for the Deaf. Our leader wants us to seek stimulus dollars that are not in that one optional category. Mr. Gronberg, would you share any creative way to use stimulus dollars for the renovation? Does the School for the Deaf get any Title I money?

Mr. Gronberg, Assistant Superintendent of Public Instruction: No, it is not considered an LEA (Local Education Agency). Under the government services portion of the Governor's money there would be dollars there.

Chairman Skarphol: Addressing Sheila Sandness, Legislative Council Representative

Sandness: If the renovation included windows and doors, maybe something in weatherization.

Chairman Skarphol: I did ask the Commerce Dept. that question and they said it wouldn't be eligible. The $10 million that we removed yesterday, does that reflect on the bottom line of the budget?

Sandness: No it does not because it is contingent money. It is not in the bottom line of the Dept. of Public Instruction's budget but contingent money would be included in the totals you are looking at.

Chairman Skarphol: So the fact that we improved the situation by $10 million by that action we probably could make an argument we could do something.

Rep. Kroeber: We went through our differences with the Senate. He feels the 3 FTE positions are needed. The one that has to do with the career advisors is really going to have to coordinate all of the information and the school districts are going to use the career advisors in conjunction with the counselors. I think that is going to take coordination because the career advisors can only do one-third of what the counselors do. DPI will have to answer those questions on what is appropriate. On professional development they are asking for a number of different areas in 1400 that schools are supposed to be taking and improve that. As these are turned in there isn't anyone in the dept. to look them over. If we want the conditions of 1400 to be carried out, we have to have people there to do it.

Chairman Skarphol: Mr. Gronberg, does the department have any vacant FTE positions?

Mr. Gronberg: Only one federally funded position that is being advertised.

Chairman Skarphol: I think we are at a standstill at the moment until 1400 is done.

Senator Wardner: I had talked about revenue bonds and they didn't qualify. We have the Bank of North Dakota. Couldn't you set up a deal with them about a loan?

Chairman Skarphol: We can do that, however in my discussions with the bank it doesn't cash flow. They end up with about $60,000/year to service the debt. Do we renovate to rent to ourselves?

Adjourn for today (7:20)

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: April 30, 2009

Recorder Job Number: 12418

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Holmberg, Wardner and Robinson and Representatives Wald and Kroeber.

There is a little snafu but we will take care of the actions that we need to take care of with regard to what we wanna do right here and now. They will be incorporated into the amendment and we will have to approve that in the morning.

Senator Holmberg: Have they finished their work on 1400?

Chairman Skarphol: I think they have a technical difficulty that may need to be fixed as well. They have one and the amendment for this committee is not ready, there has not been sufficient time upstairs to get it prepared. We take what actions we want and approve it in the morning. Addressing **Sheila Sandness, Legislative Council Representative;** have we taken actions or have we merely made notes?

Sandness: The only action that you voted on is to remove the contingent deferred maintenance funding.

Chairman Skarphol: We have a couple of issues, one being to take out the salary equity issue.

Senator Holmberg: Move to take out the salary equity.

Rep. Wald: Second

Vote taken Yes 6 No 0 Absent 0 Motion Passed

Chairman Skarphol: With regard to the increase in National Board Certification, we decided to leave that. Sheila, what other things do you have on your list?

Sandness: There was discussion on the Trades building, language in the $100,000...

Chairman Skarphol: On the Trades Building, what I have decided is that we loan them half the money and give them half the money so that the amount of revenue produced would allow them to pay the cost of that note.

Senator Holmberg: Do we just authorize them to get it...

Chairman Skarphol: Authorize and include the ability for the School for the Deaf to carry forward whatever revenues they have left.

Rep. Wald: So Move.

Senator Holmberg: Second

Vote taken Yes 6 No 0 Absent 0 Motion Passed

Chairman Skarphol: The Superintendent is retiring at the School for the Deaf. And a reevaluation is required of that entity up there. The Senate appropriated $100,000 out of the salary line for the purposes of a study and what I would like us to do is to allow flexibility for the study and to limit the salary at no higher than it currently is. I would like a motion to limit the superintendent's salary to this year's salary, Sheila, what is that amount?

Sandness: Currently $158,932 and that includes a salary adjustment of $13,501. If you wanted to limit the salary to the '07-'09 biennium, you may want to remove the $13,501 salary adjustment.

Senator Holmberg: Move the amendment to say that the salary that would be in place starting July 1, is the salary that was set at January 1, 2009. With the other language we put in and the other language we would have the option of evaluating and deciding, yes we should have a superintendent here. Some of the language we talked about flexibility in the event they wanted to take the superintendent of the Division of Vision Services and utilize her as the person.

Rep. Wald: Second.

Chairman Skarphol: Flexibility could be granted to those carry forward dollars to pay for the study. The motion would be to set the salary to January 1, '09 and to provide the flexibility to utilize the dollars available.

Vote taken Yes 6 No 0 Absent 0 Motion Passed

Senator Holmberg: The earlier motion dealing with salary equity funding, we were looking at the Department of Public Instruction (DPI) but there is a separate salary equity line item for the School for the Deaf and I hope my motion would include all the components of the Bill.....

Sandness: So noted.

Rep. Kroeber: Is the Scholarship language the same?

Rep. Kelsch. District 34: The scholarship language has changed, is it still called the Merit? That needs to be changed.

Sandness: The references are likely in the Higher Ed budget.

Rep. Kelsch: They are in SB 2003 and I think we decided in talking with Higher Ed is that we only need that language in one Bill so we will probably keep it in HB 1400 that lays out how those dollars are distributed, you may need to reconcile the name of the scholarship.

Senator Holmberg: A memo from Higher Ed may clarify that.

Rep. Wald: Questioning the Senate amendments, P. 2. Footnote # 7, you decrease state aid. By $11M and when I read the footnote it is due to delaying the At Risk Factor and moving it on to the '11-'13 biennium. In this case, what do you mean by "At Risk Factor?"

Senator Holmberg: This is the program that was in the bill to help students who are at risk and it was to send $11M out under the Title I formula to school districts. But as it became apparent that $85M was going out under that same formula, it made little sense to throw another $11M at it, because we had just added $9.2M to the Grant Line. We left the program in place so the folks in 2011 have the opportunity to look at that program. The $9.2M was to provide the money that was in the formula as it was at that moment, when we passed out the bill and we have to pass it out after HB 1400.

Rep. Wald: So $7.6M of that was reinstated, correct?

Senator Holmberg: You had removed $7.2M. We added $7.2M but that did not fund the formula at that point in time. So to fund it we had to put in $9.2M.

Dan Morrissette, OMB Analyst: I don't know if you have taken any action on Section 12 of the Senate version that dealt with the General Education Assessment, which has been handled in HB 1400. It dealt with the assessments for Adult Ed.

Chairman Skarphol: We do need to remove that.

Senator Holmberg: The language seemed to indicate that we would have to pay some things that we weren't giving them money for.

Chairman Skarphol: In HB 1400 there is money put in to pay for those for the general education folks, as well. That language is unnecessary and undesirable in this situation.

Sandness: The General Education Graduate Assessment.

Chairman Skarphol: The motion would be to remove Section 12.

Senator Wardner: Move to remove Section 12.

Senator Holmberg: Second.

Vote taken Yes 6 No 0 Absent 0 Motion Passed

Sandness: Just to be clear, when I prepare the amendments, the House is OK with all of the Senate amendments with the exception of the items we voted on.

Chairman Skarphol: Correct.

Senator Holmberg: On the HB 1400 issue, is there going to be changes in the line item for foundation aid based upon what the Conference Committee in HB 1400 did. If there is something, are the folks who are writing these amendments authorized to make the proper changes and notify us so we can talk about it? If it is going to be $1.5M less can Council make the changes and let us know?

Chairman Skarphol: The intent would be to have Council draft the amendment, have another meeting to approve this in the morning.

Rep. Kroeber: Do we have to make changes on 1013 for stimulus .....

Rep. Kelsch: Yes new numbers that have to be amended to be put into HB 1013; Assuring that numbers are correct before we get them to you

Rep. Wald: There would also be some intent language on Average Daily Membership (ADM) issue.

Rep. Kelsch: All of the language regarding how it is disbursed and all of the strings that we have attached are in HB 1400 right now. The only numbers come into 1013.

Chairman Skarphol: I would rather make sure from Bonnie and Gary that we haven't missed anything and we'll look at it in the morning.

Meeting adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1013

House Appropriations Committee
Education and Environment Division

☒ Check here for Conference Committee

Hearing Date: May 1, 2009

Recorder Job Number: 12428

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Conference Committee to order to discuss HB 1013. Members present included Senators Senator Holmberg, Wardner and Robinson and Representatives Wald and Kroeber.

Asking council to walk the committee through Amendment # 0203.

Sheila Sandness, Legislative Council Representative: Explains Amendment # 0203, see attachment # 1 beginning on Page 3 of Statement of Purpose, and continuing on through PP. 4-7, detailing each addition and change made at the April 30 Conference Committee. Moving on to language changes on PP. 2-4 of the Proposed Amendments to Engrossed House Bill

Rep. Wald: In reference to Section 20, the Bank of North Dakota loan. Would it be appropriate to add the emergency clause to that section so we don't miss a construction season. Number 2, rather than delay it this would allow them to get started.

Move to add the emergency clause to this section of the bill.

Senator Holmberg: Second

Voice Vote Carried.

Rep. Kelsch, District 34: Explaining how the supplemental grants will be used. .I will let you know how the $85M is going out and how it will be used. Based on the Average Daily

Membership (ADM), and will be sent out on ADM and can be used for improvements but must go through DPI approval. We did this because we reduced the Foundation Aid Payment to the minimum for the Maintenance of Effort Levels for 2006. And the $85M now has become General Fund dollars. Detailing all the inclusions such as modernization, renovation. Weatherization, heating, etc. Building additions may not exceed more than 25% of the square footage to which they are attached.

They may not be used for temporary tax reductions, principle payments on outstanding debts, construction of new buildings, hiring of new personnel, or compensation increases.

These funds do not constitute new money. School districts must provide a report of how they spent their money. That report will be sent to the Legislative interim committee. The $16M difference between what the Governor appropriated and what we would be spending. This is to be careful not to inflate the second year of the biennium to not be able to sustain those foundation aid payments for the next year of the biennium. We sent out the $16M on onetime supplemental payments. They are supplemental operation grants sent out on September 1, and they must be used to maintain salaries and payments for the first year of the biennium.

Rep. Kroeber: Did this just come about that we could distribute it by ADM rather than Title I?

Rep. Kelsch: It has always said that you could go back to the 2006 maintenance of effort and plug the monies into there as long as those moneys did not exceed your 2009 level of payments. I have signed HB 1400 and we are just waiting for HB 1300 and we can have both on the calendar at 12:30.

Senator Robinson: Moved as amended.

Senator Wardner: Second.

Chairman Skarphol: Addressing Dr. Gary Gronberg, Assistant Superintendent of Public Instruction. I am assuming you have some degree of authority with regard to that they borrow only what is needed. Not borrow the full amount that is authorized. Alright. Call the roll.

Vote Taken: Yes 6 No 0 Absent 0. Motion Passed.

Meeting adjourned.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: April 28, 2009

Your Conference Committee House appropriations #1 amend

For the Senate:	YES / NO		For the House:	YES / NO	
✓ Senator Holmberg	✓		✓ Rep. Skarphol	✓	
✓ Senator Wardner	✓		✓ Rep. Wald	✓	
✓ Senator Robinson	absent		✓ Rep. Kroeber	✓	

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

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

____, and place _____ on the Seventh order.

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

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

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

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

Revised 4/1/05

Attachment #1

98014.0203
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Conference Committee
April 30, 2009

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1191-1194 of the House Journal and pages 1033-1036 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, after the semicolon insert "to provide legislative intent; to provide an exemption;"

Page 1, line 12, after the second "funds" insert "including federal fiscal stimulus funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009"

Page 1, line 21, replace "1,330,606" with "1,936,388" and replace "12,746,140" with "13,351,922"

Page 1, line 22, replace "11,242,300" with "11,313,692" and replace "30,980,594" with "31,051,986"

Page 1, line 23, replace "100,800,000" with "82,204,416" and replace "826,965,879" with "808,370,295"

Page 1, after line 24, insert:

"Grants - Supplemental one-time	0	85,644,337	85,644,337
Grants - Supplemental operations	0	16,795,584	16,795,584"

Page 2, line 1, replace "5,000,000" with "10,000,000" and replace "38,500,000" with "43,500,000"

Page 2, line 2, replace "14,829,915" with "15,287,915" and replace "242,531,721" with "242,989,721"

Page 2, line 4, replace "55,000" with "62,500" and replace "95,000" with "102,500"

Page 2, line 5, replace "131,257,821" with "221,244,832" and replace "1,167,349,334" with "1,257,336,345"

Page 2, line 6, replace "34,366,125" with "120,187,517" and replace "360,034,363" with "445,855,755"

Page 2, line 7, replace "96,891,696" with "101,057,315" and replace "807,314,971" with "811,480,590"

Page 2, line 8, replace "2.00" with "5.00" and replace "96.75" with "99.75"

Page 2, line 13, replace "501,421" with "565,297" and replace "3,129,915" with "3,193,791"

Page 2, line 16, replace "606,222" with "670,098" and replace "6,464,988" with "6,528,864"

Page 2, line 17, replace "35,230" with "46,583" and replace "1,916,483" with "1,927,836"

Page 2, line 18, replace "570,992" with "623,515" and replace "4,548,505" with "4,601,028"

Page 2, line 24, replace "569,456" with "664,825" and replace "5,334,629" with "5,429,998"

Page 2, line 26, replace "162,640" with "1,849,140" and replace "212,640" with "1,899,140"

Page 2, line 28, replace "955,021" with "2,736,890" and replace "7,284,477" with "9,066,346"

Page 2, line 29, replace "288,092" with "1,127,432" and replace "1,327,110" with "2,166,450"

Page 2, line 30, replace "666,929" with "1,609,458" and replace "5,957,367" with "6,899,896"

Page 3, line 5, replace "330,886" with "552,369" and replace "3,309,781" with "3,531,264"

Page 3, line 6, replace "18,200" with "39,854" and replace "658,998" with "680,652"

Page 3, line 9, replace "298,486" with "541,623" and replace "4,060,279" with "4,303,416"

Page 3, line 10, replace "(35,546)" with "(27,955)" and replace "808,311" with "815,902"

Page 3, line 11, replace "334,032" with "569,578" and replace "3,251,968" with "3,487,514"

Page 3, line 12, replace "0.00" with "1.50" and replace "28.00" with "29.50"

Page 3, line 17, replace "98,463,649" with "103,859,866" and replace "821,072,811" with "826,469,028"

Page 3, line 18, replace "34,653,901" with "189,058,976" and replace "364,086,267" with "518,491,342"

Page 3, line 19, replace "133,117,550" with "292,918,842" and replace "1,185,159,078" with "1,344,960,370"

Page 3, after line 31, insert:

"Trades building remodel	0	835,000"

Page 4, line 2, replace "66,000" with "901,000"

Page 4, line 7, replace "862,200" with "1,697,200"

Page 4, after line 12, insert:

"SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Title I - Part A	$27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (passthrough from the state	1,730,000

department of health)
Total federal funds $67,379,051

The superintendent of public instruction may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated in this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Department of public instruction administrative costs relating to federal fiscal stimulus payment to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early childhood learning council operating expenses	20,000
Total federal funds from governor's office	$346,348

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. SUPERINTENDENT'S SALARY - LINE ITEM TRANSFERS - SCHOOL FOR THE DEAF. The monthly salary for the superintendent of the school for the deaf for the 2009-11 biennium may not exceed the monthly salary level in effect for this position in January 2009. Notwithstanding section 54-16-04, the director of the office of management and budget and the state treasurer shall transfer funds from the salaries and wages line item to the operating expenses line item contained in subdivision 3 of section 1 of this Act of up to $100,000 and to the capital assets line item as requested by the superintendent of public instruction to provide funding for a future services plan and implementation for the school for the deaf and for the remodel of the trades building, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 5, remove lines 21 through 26

Page 8, after line 18, insert:

"**SECTION 20. BANK OF NORTH DAKOTA LOAN AUTHORIZATION.** The school for the deaf may borrow the sum of $835,000, or so much of the sum as may be necessary, from the Bank of North Dakota, which is appropriated in subdivision 3 of section 1 of this Act for the purpose of remodeling the trades building on the campus of

the school for the deaf during the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 21. EXEMPTION. The amount appropriated for the school for the deaf in subdivision 3 of section 3 of chapter 40 of the 2007 Session Laws is not subject to section 54-44.1-11 and any unexpended funds relating to this amount are available for the remodel of the trades building during the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 8, line 19, replace "Section 5" with "Sections 3, 4, 8, and 21" and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0203 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Department of Public Instruction						
Total all funds	$1,180,107,587	$1,167,349,334	$157,712,410	$1,325,061,744	$1,325,408,823	($347,079)
Less estimated income	359,805,146	360,034,363	153,546,791	513,581,154	513,824,110	(242,956)
General fund	$820,302,441	$807,314,971	$4,165,619	$811,480,590	$811,584,713	($104,123)
State Library						
Total all funds	$6,620,085	$6,464,988	$63,876	$6,528,864	$6,620,085	($91,221)
Less estimated income	1,939,695	1,916,483	11,353	1,927,836	1,939,695	(11,859)
General fund	$4,680,390	$4,548,505	$52,523	$4,601,028	$4,680,390	($79,362)
School for the Deaf						
Total all funds	$7,429,082	$7,284,477	$1,781,869	$9,066,346	$7,470,082	$1,596,264
Less estimated income	1,334,461	1,327,110	839,340	2,166,450	1,334,461	831,989
General fund	$6,094,621	$5,957,367	$942,529	$6,899,896	$6,135,621	$764,275
Vision Services - School for the Blind						
Total all funds	$4,161,253	$4,060,279	$243,137	$4,303,416	$4,336,843	($33,427)
Less estimated income	820,582	808,311	7,591	815,902	820,582	(4,680)
General fund	$3,340,671	$3,251,968	$235,546	$3,487,514	$3,516,261	($28,747)
Bill total						
Total all funds	$1,198,318,007	$1,185,159,078	$159,801,292	$1,344,960,370	$1,343,835,833	$1,124,537
Less estimated income	363,899,884	364,086,267	154,405,075	518,491,342	517,918,848	572,494
General fund	$834,418,123	$821,072,811	$5,396,217	$826,469,028	$825,916,985	$552,043

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$13,699,001	$12,746,140	$605,782	$13,351,922	$13,699,001	($347,079)
Operating expenses	30,991,986	30,980,594	71,392	31,051,986	31,051,986	
Grants - State school aid	837,125,879	826,965,879	(18,595,584)	808,370,295	825,165,879	(16,795,584)
Grants - Special education contracts	15,500,000	15,500,000		15,500,000	15,500,000	
Grants - Transportation	38,500,000	38,500,000	5,000,000	43,500,000	43,500,000	
Grants - Other grants	244,165,721	242,531,721	458,000	242,989,721	242,989,721	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	95,000	95,000	7,500	102,500	102,500	
Federal fiscal stimulus funds			67,379,051	67,379,051	153,023,388	(85,644,337)
Federal fiscal stabilization - Other			346,348	346,348	346,348	
Grants - Supplemental One-time			85,644,337	85,644,337		85,644,337
Grants - Supplemental Operations			16,795,584	16,795,584		16,795,584
Total all funds	$1,180,107,587	$1,167,349,334	$157,712,410	$1,325,061,744	$1,325,408,823	($347,079)
Less estimated income	359,805,146	360,034,363	153,546,791	513,581,154	513,824,110	(242,956)
General fund	$820,302,441	$807,314,971	$4,165,619	$811,480,590	$811,584,713	($104,123)
FTE	99.75	96.75	3.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for National Board Certification[1]	Increases Funding for Other Grants[2]	Adds Funding for North Dakota Indian Education Advisory Council[3]	Restores Funding Relating to Anticipated Salary Savings[4]	Removes Funding for Early Childhood Learning Council[5]	Removes Funding for At-Risk Factor[6]
Salaries and wages				$255,617		
Operating expenses			66,000		(20,000)	
Grants - State school aid						(11,000,000)
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants		458,000				
Transportation efficiency						
National board certification	7,500					
Federal fiscal stimulus funds						
Federal fiscal stabilization - Other						
Grants - Supplemental One-time						
Grants - Supplemental Operations						
Total all funds	$7,500	$458,000	$66,000	$255,617	($20,000)	($11,000,000)
Less estimated income	0	0	0	177,055	0	0
General fund	$7,500	$458,000	$66,000	$78,562	($20,000)	($11,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Restores New FTE Positions[7]	Restores State School Aid Funding[8]	Appropriates Federal Fiscal Stimulus Funding[9]	Provides Administrative Funding From Federal Fiscal Stabilization Funds[10]	Adds Funding to Transportation Grants[11]	Reduces State School Aid[12]
Salaries and wages	$350,165					
Operating expenses	25,392					
Grants - State school aid		9,200,000				(16,795,584)
Grants - Special education contracts						
Grants - Transportation					5,000,000	
Grants - Other grants						
Transportation efficiency						
National board certification						
Federal fiscal stimulus funds			67,379,051			
Federal fiscal stabilization - Other				346,348		
Grants - Supplemental One-time						
Grants - Supplemental Operations						
Total all funds	$375,557	$9,200,000	$67,379,051	$346,348	$5,000,000	($16,795,584)
Less estimated income	0	0	67,379,051	346,348	0	0
General fund	$375,557	$9,200,000	$0	$0	$5,000,000	($16,795,584)
FTE	3.00	0.00	0.00	0.00	0.00	0.00

	Changes Funding Source[13]	Adds Funding for Supplemental One-Time Grants[14]	Adds Supplemental Funding for Operations Grants[15]	Total Conference Committee Changes
Salaries and wages				$605,782
Operating expenses				71,392
Grants - State school aid				(18,595,584)
Grants - Special education contracts				
Grants - Transportation				
Grants - Other grants				5,000,000
Transportation efficiency				458,000
National board certification				
Federal fiscal stimulus funds				7,500
Federal fiscal stabilization - Other				67,379,051
Grants - Supplemental One-time		85,644,337		346,348
Grants - Supplemental Operations			16,795,584	85,644,337
				16,795,584
Total all funds	$0	$85,644,337	$16,795,584	$157,712,410
Less estimated income	85,644,337	0	0	153,546,791
General fund	($85,644,337)	$85,644,337	$16,795,584	$4,165,619
FTE	0.00	0.00	0.00	3.00

[1] This amendment increases funding for national board certification to provide a total of $102,500, the same as the Senate version.

Funding for other grants is increased, the same as the Senate version as follows:

	General Fund Increase	Total General Fund
Northern Plains Writing Project	$25,000	$83,000
Red River Valley Writing Project	20,000	70,000
North Dakota Young Entrepreneur education program	100,000	100,000
"We the People" program	18,000	18,000
Adult education grants	295,000	1,850,000
Total general fund	$458,000	$2,121,000

[3] Funding is added for operating expenses for the North Dakota Indian Education Advisory Council, the same as the Senate version.

[4] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

[5] Funding from the general fund is removed for the Early Childhood Learning Council and replaced in a separate section with federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009, the same as the Senate version.

[6] This amendment reduces the state school aid line item due to delaying the "at-risk" factor change in the state school aid formula until the 2011-13 biennium, the same as the Senate version.

[7] This amendment restores 3 FTE positions removed by the House for school approval (2 FTE) and support of career advisors (1 FTE), including salaries and wages ($350,165) and related operating expenses ($25,392), the same as the Senate version.

e same as the Senate version, this amendment:

- Restores state school aid funding removed by the House of $7,060,000;
- Increases state school aid funding to provide for state school aid formula changes made in House Bill No. 1400 of $1,790,000; and
- Provides $350,000 relating to changes to North Dakota Century Code Section 15.1-29-14(6) (Section 17 of the engrossed bill) regarding residential facility summer programs.

[9] A section is added, similar to the Senate version, appropriating federal fiscal stimulus funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, as follows:

Title I - Part A	$27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (funds from the State Department of Health)	1,730,000
Total federal funds	$67,379,051

The Senate version appropriated $153,023,388 in federal fiscal stimulus funds. The conference committee provided an appropriation of $85,644,337 in Section 1 of the bill and reduced this section.

[10] A section is added, the same as the Senate version, appropriating federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009, as follows:

Department of Public Instruction administrative costs relating to federal fiscal stimulus payments to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early Childhood Learning Council operating expenses	20,000
Total federal funds (from Governor's office)	$346,348

[11] Transportation grant funding is increased by $5 million to provide a total of $43.5 million, the same as the Senate version.

[12] Reduces funding for per student payments for the first year of the 2009-11 biennium in accordance with provisions of House Bill No. 1400.

[13] Changes funding source for grants - state school aid to provide for fiscal stabilization funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009. The House version did not include these funds and the Senate included this amount in a separate section of the bill.

[14] Funding from the general fund is added by the conference committee for one-time supplemental grants in accordance with provisions of House Bill No. 1400. The House version and the Senate version did not include these grants.

[15] Funding from the general fund is added by the conference committee for supplemental grants in accordance with provisions of House Bill No. 1400. The House version and the Senate version did not include these grants.

The conference committee did not include a section added by the Senate to provide a contingent appropriation of $10 million from the general fund for deferred maintenance grants.

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$3,285,012	$3,129,915	$63,876	$3,193,791	$3,285,012	($91,221)
Operating expenses	1,482,573	1,482,573		1,482,573	1,482,573	
Grants	1,852,500	1,852,500		1,852,500	1,852,500	
Total all funds	$6,620,085	$6,464,988	$63,876	$6,528,864	$6,620,085	($91,221)
Less estimated income	1,939,695	1,916,483	11,353	1,927,836	1,939,695	(11,859)
General fund	$4,680,390	$4,548,505	$52,523	$4,601,028	$4,680,390	($79,362)
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Restores Funding Relating to Anticipated Salary Savings[1]	Total Conference Committee Changes
Salaries and wages	$63,876	$63,876
Operating expenses		
Grants		
Total all funds	$63,876	$63,876
Less estimated income	11,353	11,353
General fund	$52,523	$52,523
FTE	0.00	0.00

[1] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$5,503,734	$5,334,629	$95,369	$5,429,998	$5,503,734	($73,736)
Operating expenses	1,638,603	1,638,603		1,638,603	1,638,603	
Capital assets	188,140	212,640	1,686,500	1,899,140	229,140	1,670,000
Deferred maintenance	98,605	98,605		98,605	98,605	
Total all funds	$7,429,082	$7,284,477	$1,781,869	$9,066,346	$7,470,082	$1,596,264
Less estimated income	1,334,461	1,327,110	839,340	2,166,450	1,334,461	831,989
General fund	$6,094,621	$5,957,367	$942,529	$6,899,896	$6,135,621	$764,275
FTE	43.94	43.94	0.00	43.94	43.94	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Provides Funding for Asbestos Removal[1]	Restores Funding Relating to Anticipated Salary Savings[2]	Removes Funding for Superintendent Salary Increase[3]	Adds Funding to Remodel the Trades Building[4]	Total Conference Committee Changes
Salaries and wages		$108,870	($13,501)		$95,369
Operating expenses				1,670,000	1,686,500
Capital assets	16,500				
Deferred maintenance					
Total all funds	$16,500	$108,870	($13,501)	$1,670,000	$1,781,869
Less estimated income	0	4,340	0	835,000	839,340
General fund	$16,500	$104,530	($13,501)	$835,000	$942,529
FTE	0.00	0.00	0.00	0.00	0.00

[1] This amendment provides funds to complete the asbestos removal from the infirmary building and is in addition to the $24,500 provided by the House for demolition of the building to provide a total of $41,000, the same as the Senate version.

[2] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

[3] Funding for the superintendent's 2009-11 salary increases is removed. Provisions are added that the salary for the superintendent for the 2009-11 biennium be set at the rate effective January 1, 2009. The amendment also authorizes the School for the Deaf to transfer funds from the salaries and wages line item to the operating expenses line item and the capital assets line item to provide funding for a future services plan and implementation for the School for the Deaf and for remodeling the Trades Building.

The conference committee appropriated $835,000 from the general fund and added a section allowing the School for the Deaf to borrow up to $835,000 from the Bank of North Dakota to provide a total of $1,670,000 to remodel the Trades Building. The conference committee also added a section providing an exemption for the School for the Deaf from North Dakota Century Code Section 54-44.1-11 allowing the school to continue any unexpended funds from the 2007-09 biennium to the 2009-11 biennium to be available for costs of remodeling the Trades Building. The House and Senate versions did not include funding to remodel the Trades Building.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$3,410,755	$3,309,781	$221,483	$3,531,264	$3,564,691	($33,427)
Operating expenses	658,998	658,998	21,654	680,652	680,652	
Capital assets	27,000	27,000		27,000	27,000	
Deferred maintenance	64,500	64,500		64,500	64,500	
Total all funds	$4,161,253	$4,060,279	$243,137	$4,303,416	$4,336,843	($33,427)
Less estimated income	820,582	808,311	7,591	815,902	820,582	(4,680)
General fund	$3,340,671	$3,251,968	$235,546	$3,487,514	$3,516,261	($28,747)
FTE	28.00	28.00	1.50	29.50	29.50	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds Funding for New Materials Center FTE[1]	Adds Funding for Additional Adult Services FTE[2]	Restores Funding Relating to Anticipated Salary Savings[3]	Total Conference Committee Changes
Salaries and wages	$47,808	$106,128	$67,547	$221,483
Operating expenses		21,654		21,654
Capital assets				
Deferred maintenance				
Total all funds	$47,808	$127,782	$67,547	$243,137
Less estimated income	0	0	7,591	7,591
General fund	$47,808	$127,782	$59,956	$235,546
FTE	0.50	1.00	0.00	1.50

[1] This amendment provides additional funding and a .5 FTE position for the National Instructional Materials Accessibility Center, the same as the Senate version. Additional funding for operating expenses ($4,554) relating to the center are included in House Bill No. 1078.

[2] This amendment provides additional funding and 1 FTE position for adult services in eastern North Dakota, including salaries ($106,128) and operating expenses ($21,654), the same as the Senate version.

[3] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: April 30, 2009

Your Conference Committee House appropriations + Educ and Envir. Take out salary equity.

For the Senate:	YES / NO		For the House:	YES / NO	
✓ Senator Halmberg	✓		✓ Rep. Skarphol	✓	
✓ Senator Wardner	✓		✓ Rep. Wald	✓	
✓ Senator Robinson	✓		✓ Rep. Kroeber	✓	

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

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

____, and place _____ on the Seventh order.

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

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

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

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Sen. Halmberg

SECONDED BY: Sen Wald

VOTE COUNT 6 **YES** 0 **NO** 0 **ABSENT**

Revised 4/1/05

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: April 30 2009

Your Conference Committee House appropriations: Educ and Enviv. II 2

For the Senate: **For the House:**

		YES / NO				YES / NO	
✓	Senator Holmberg	✓		✓	Rep. Skarphol	✓	
✓	Senator Wardner	✓		✓	Rep. Wald	✓	
✓	Senator Robinson	✓		✓	Rep. Kroeber	✓	

School for the Deaf to carry forward equity

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

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

____, and place _____ on the Seventh order.

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

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

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

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Rep. Wald

SECONDED BY: Sen. Holmberg

VOTE COUNT 6 **YES** 0 **NO** 0 **ABSENT**

Revised 4/1/05

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: April 30, 2009

Your Conference Committee House Approp: Educ and Envir. #3

For the Senate: **For the House:** Salary for Superintendent.

		YES	NO			YES	NO
✓	Sen. Holmberg	✓		✓	Rep. Skarphol	✓	
✓	Sen. Wardner	✓		✓	Rep. Wald	✓	
✓	Sen. Robinson	✓		✓	Rep. Kroeber	✓	

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

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

____, and place _____ on the Seventh order.

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

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

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

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Sen. Holmberg

SECONDED BY: Rep. Wald

VOTE COUNT 6 **YES** 0 **NO** 0 **ABSENT**

Revised 4/1/05

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: April 30, 2009

Your Conference Committee House Approp: Educ and Envir. #4

For the Senate: Remove Section 12

		YES	NO		**For the House:**	YES	NO
	Sen. Holmberg				Rep. Skarphol		
	Sen. Wardner				Rep. Wald		
	Sen. Robinson				Rep. Kroeber		

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

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

____, and place _____ on the Seventh order.

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

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

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

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Sen. Wardner

SECONDED BY: Sen. Holmberg

VOTE COUNT 6 YES 0 NO 0 ABSENT

Revised 4/1/05

98014.0204
Title.0400
Fiscal No. 1

Prepared by the Legislative Council staff for
Conference Committee
May 1, 2009

VR
5/1/09
1% "

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

That the Senate recede from its amendments as printed on pages 1191-1194 of the House Journal and pages 1033-1036 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, after the semicolon insert "to provide legislative intent; to provide an exemption;"

Page 1, line 12, after the second "funds" insert "including federal fiscal stimulus funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009"

Page 1, line 21, replace "1,330,606" with "1,936,388" and replace "12,746,140" with "13,351,922"

Page 1, line 22, replace "11,242,300" with "11,313,692" and replace "30,980,594" with "31,051,986"

Page 1, line 23, replace "100,800,000" with "82,204,416" and replace "826,965,879" with "808,370,295"

Page 1, after line 24, insert:

"Grants - Supplemental one-time	0	85,644,337	85,644,337
Grants - Supplemental operations	0	16,795,584	16,795,584"

Page 2, line 1, replace "5,000,000" with "10,000,000" and replace "38,500,000" with "43,500,000"

Page 2, line 2, replace "14,829,915" with "15,287,915" and replace "242,531,721" with "242,989,721"

Page 2, line 4, replace "55,000" with "62,500" and replace "95,000" with "102,500"

Page 2, line 5, replace "131,257,821" with "221,244,832" and replace "1,167,349,334" with "1,257,336,345"

Page 2, line 6, replace "34,366,125" with "120,187,517" and replace "360,034,363" with "445,855,755"

Page 2, line 7, replace "96,891,696" with "101,057,315" and replace "807,314,971" with "811,480,590"

Page 2, line 8, replace "2.00" with "5.00" and replace "96.75" with "99.75"

Page 2, line 13, replace "501,421" with "565,297" and replace "3,129,915" with "3,193,791"

Page 2, line 16, replace "606,222" with "670,098" and replace "6,464,988" with "6,528,864"

Page 2, line 17, replace "35,230" with "46,583" and replace "1,916,483" with "1,927,836"

Page 2, line 18, replace "570,992" with "623,515" and replace "4,548,505" with "4,601,028"

Page 2, line 24, replace "569,456" with "664,825" and replace "5,334,629" with "5,429,998"

Page 2, line 26, replace "162,640" with "1,849,140" and replace "212,640" with "1,899,140"

Page 2, line 28, replace "955,021" with "2,736,890" and replace "7,284,477" with "9,066,346"

Page 2, line 29, replace "288,092" with "1,127,432" and replace "1,327,110" with "2,166,450"

Page 2, line 30, replace "666,929" with "1,609,458" and replace "5,957,367" with "6,899,896"

Page 3, line 5, replace "330,886" with "552,369" and replace "3,309,781" with "3,531,264"

Page 3, line 6, replace "18,200" with "39,854" and replace "658,998" with "680,652"

Page 3, line 9, replace "298,486" with "541,623" and replace "4,060,279" with "4,303,416"

Page 3, line 10, replace "(35,546)" with "(27,955)" and replace "808,311" with "815,902"

Page 3, line 11, replace "334,032" with "569,578" and replace "3,251,968" with "3,487,514"

Page 3, line 12, replace "0.00" with "1.50" and replace "28.00" with "29.50"

Page 3, line 17, replace "98,463,649" with "103,859,866" and replace "821,072,811" with "826,469,028"

Page 3, line 18, replace "34,653,901" with "189,058,976" and replace "364,086,267" with "518,491,342"

Page 3, line 19, replace "133,117,550" with "292,918,842" and replace "1,185,159,078" with "1,344,960,370"

Page 3, after line 31, insert:

"Trades building remodel	0	835,000"

Page 4, line 2, replace "66,000" with "901,000"

Page 4, line 7, replace "862,200" with "1,697,200"

Page 4, after line 12, insert:

"**SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Title I - Part A	$27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (passthrough from the state	1,730,000

department of health)	
Total federal funds	$67,379,051

The superintendent of public instruction may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated in this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Department of public instruction administrative costs relating to federal fiscal stimulus payment to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early childhood learning council operating expenses	20,000
Total federal funds from governor's office	$346,348

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. SUPERINTENDENT'S SALARY - LINE ITEM TRANSFERS - SCHOOL FOR THE DEAF. The monthly salary for the superintendent of the school for the deaf for the 2009-11 biennium may not exceed the monthly salary level in effect for this position in January 2009. Notwithstanding section 54-16-04, the director of the office of management and budget and the state treasurer shall transfer funds from the salaries and wages line item to the operating expenses line item contained in subdivision 3 of section 1 of this Act of up to $100,000 and to the capital assets line item as requested by the superintendent of public instruction to provide funding for a future services plan and implementation for the school for the deaf and for the remodel of the trades building, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 5, remove lines 21 through 26

Page 8, after line 18, insert:

"**SECTION 20. BANK OF NORTH DAKOTA LOAN AUTHORIZATION.** The school for the deaf may borrow the sum of $835,000, or so much of the sum as may be necessary, from the Bank of North Dakota, which is appropriated in subdivision 3 of section 1 of this Act for the purpose of remodeling the trades building on the campus of

the school for the deaf for the period beginning with the effective date of this Act and ending June 30, 2011.

SECTION 21. EXEMPTION. The amount appropriated for the school for the deaf in subdivision 3 of section 3 of chapter 40 of the 2007 Session Laws is not subject to section 54-44.1-11 and any unexpended funds relating to this amount are available for the remodel of the trades building during the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 8, line 19, replace "Section 5" with "The amount of $1,670,000, of which $835,000 is from the general fund, included in the capital assets line item in subdivision 3 of section 1 of this Act and sections 3, 4, 8, 20, and 21" and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0204 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Department of Public Instruction						
Total all funds	$1,180,107,587	$1,167,349,334	$157,712,410	$1,325,061,744	$1,325,408,823	($347,079)
Less estimated income	359,805,146	360,034,363	153,546,791	513,581,154	513,824,110	(242,956)
General fund	$820,302,441	$807,314,971	$4,165,619	$811,480,590	$811,584,713	($104,123)
State Library						
Total all funds	$6,620,085	$6,464,988	$63,876	$6,528,864	$6,620,085	($91,221)
Less estimated income	1,939,695	1,916,483	11,353	1,927,836	1,939,695	(11,859)
General fund	$4,680,390	$4,548,505	$52,523	$4,601,028	$4,680,390	($79,362)
School for the Deaf						
Total all funds	$7,429,082	$7,284,477	$1,781,869	$9,066,346	$7,470,082	$1,596,264
Less estimated income	1,334,461	1,327,110	839,340	2,166,450	1,334,461	831,989
General fund	$6,094,621	$5,957,367	$942,529	$6,899,896	$6,135,621	$764,275
Vision Services - School for the Blind						
Total all funds	$4,161,253	$4,060,279	$243,137	$4,303,416	$4,336,843	($33,427)
Less estimated income	820,582	808,311	7,591	815,902	820,582	(4,680)
General fund	$3,340,671	$3,251,968	$235,546	$3,487,514	$3,516,261	($28,747)
Bill total						
Total all funds	$1,198,318,007	$1,185,159,078	$159,801,292	$1,344,960,370	$1,343,835,833	$1,124,537
Less estimated income	363,899,884	364,086,267	154,405,075	518,491,342	517,918,848	572,494
General fund	$834,418,123	$821,072,811	$5,396,217	$826,469,028	$825,916,985	$552,043

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$13,699,001	$12,746,140	$605,782	$13,351,922	$13,699,001	($347,079)
Operating expenses	30,991,986	30,980,594	71,392	31,051,986	31,051,986	
Grants - State school aid	837,125,879	826,965,879	(18,595,584)	808,370,295	825,165,879	(16,795,584)
Grants - Special education contracts	15,500,000	15,500,000		15,500,000	15,500,000	
Grants - Transportation	38,500,000	38,500,000	5,000,000	43,500,000	43,500,000	
Grants - Other grants	244,165,721	242,531,721	458,000	242,989,721	242,989,721	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	95,000	95,000	7,500	102,500	102,500	
Federal fiscal stimulus funds			67,379,051	67,379,051	153,023,388	(85,644,337)
Federal fiscal stabilization - Other			346,348	346,348	346,348	
Grants - Supplemental One-time			85,644,337	85,644,337		85,644,337
Grants - Supplemental Operations			16,795,584	16,795,584		16,795,584
Total all funds	$1,180,107,587	$1,167,349,334	$157,712,410	$1,325,061,744	$1,325,408,823	($347,079)
Less estimated income	359,805,146	360,034,363	153,546,791	513,581,154	513,824,110	(242,956)
General fund	$820,302,441	$807,314,971	$4,165,619	$811,480,590	$811,584,713	($104,123)
FTE	99.75	96.75	3.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for National Board Certification[1]	Increases Funding for Other Grants[2]	Adds Funding for North Dakota Indian Education Advisory Council[3]	Restores Funding Relating to Anticipated Salary Savings[4]	Removes Funding for Early Childhood Learning Council[5]	Removes Funding for At-Risk Factor[6]
Salaries and wages				$255,617		
Operating expenses			66,000		(20,000)	
Grants - State school aid						(11,000,000)
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants		458,000				
Transportation efficiency						
National board certification	7,500					
Federal fiscal stimulus funds						
Federal fiscal stabilization - Other						
Grants - Supplemental One-time						
Grants - Supplemental Operations						
Total all funds	$7,500	$458,000	$66,000	$255,617	($20,000)	($11,000,000)
Less estimated income	0	0	0	177,055	0	0
General fund	$7,500	$458,000	$66,000	$78,562	($20,000)	($11,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Restores New FTE Positions[7]	Restores State School Aid Funding[8]	Appropriates Federal Fiscal Stimulus Funding[9]	Provides Administrative Funding From Federal Fiscal Stabilization Funds[10]	Adds Funding to Transportation Grants[11]	Reduces State School Aid[12]
Salaries and wages	$350,165					
Operating expenses	25,392					
Grants - State school aid		9,200,000				(16,795,584)
Grants - Special education contracts						
Grants - Transportation					5,000,000	
Grants - Other grants						
Transportation efficiency						
National board certification						
Federal fiscal stimulus funds			67,379,051			
Federal fiscal stabilization - Other				346,348		
Grants - Supplemental One-time						
Grants - Supplemental Operations						
Total all funds	$375,557	$9,200,000	$67,379,051	$346,348	$5,000,000	($16,795,584)
Less estimated income	0	0	67,379,051	346,348	0	0
General fund	$375,557	$9,200,000	$0	$0	$5,000,000	($16,795,584)
FTE	3.00	0.00	0.00	0.00	0.00	0.00

	Changes Funding Source[13]	Adds Funding for Supplemental One-Time Grants[14]	Adds Supplemental Funding for Operations Grants[15]	Total Conference Committee Changes
Salaries and wages				$605,782
Operating expenses				71,392
Grants - State school aid				(18,595,584)
Grants - Special education contracts				
Grants - Transportation				5,000,000
Grants - Other grants				458,000
Transportation efficiency				
National board certification				7,500
Federal fiscal stimulus funds				67,379,051
Federal fiscal stabilization - Other				346,348
Grants - Supplemental One-time		85,644,337		85,644,337
Grants - Supplemental Operations			16,795,584	16,795,584
Total all funds	$0	$85,644,337	$16,795,584	$157,712,410
Less estimated income	85,644,337	0	0	153,546,791
General fund	($85,644,337)	$85,644,337	$16,795,584	$4,165,619
FTE	0.00	0.00	0.00	3.00

[1] This amendment increases funding for national board certification to provide a total of $102,500, the same as the Senate version.

[2] Funding for other grants is increased, the same as the Senate version as follows:

	General Fund Increase	Total General Fund
Northern Plains Writing Project	$25,000	$83,000
Red River Valley Writing Project	20,000	70,000
North Dakota Young Entrepreneur education program	100,000	100,000
"We the People" program	18,000	18,000
Adult education grants	295,000	1,850,000
Total general fund	$458,000	$2,121,000

[3] Funding is added for operating expenses for the North Dakota Indian Education Advisory Council, the same as the Senate version.

[4] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

[5] Funding from the general fund is removed for the Early Childhood Learning Council and replaced in a separate section with federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009, the same as the Senate version.

[6] This amendment reduces the state school aid line item due to delaying the "at-risk" factor change in the state school aid formula until the 2011-13 biennium, the same as the Senate version.

[7] This amendment restores 3 FTE positions removed by the House for school approval (2 FTE) and support of career advisors (1 FTE), including salaries and wages ($350,165) and related operating expenses ($25,392), the same as the Senate version.

[8] The same as the Senate version, this amendment:

- Restores state school aid funding removed by the House of $7,060,000;
- Increases state school aid funding to provide for state school aid formula changes made in House Bill No. 1400 of $1,790,000; and
- Provides $350,000 relating to changes to North Dakota Century Code Section 15.1-29-14(6) (Section 19 of the engrossed bill) regarding residential facility summer programs.

[9] A section is added, similar to the Senate version, appropriating federal fiscal stimulus funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, as follows:

Title I - Part A	$27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (funds from the State Department of Health)	1,730,000
Total federal funds	$67,379,051

The Senate version appropriated $153,023,388 in federal fiscal stimulus funds. The conference committee provided an appropriation of $85,644,337 in Section 1 of the bill and reduced this section.

[10] A section is added, the same as the Senate version, appropriating federal fiscal stabilization - other government services funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009, as follows:

Department of Public Instruction administrative costs relating to federal fiscal stimulus payments to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early Childhood Learning Council operating expenses	20,000
Total federal funds (from Governor's office)	$346,348

[11] Transportation grant funding is increased by $5 million to provide a total of $43.5 million, the same as the Senate version.

[12] Reduces funding for per student payments for the first year of the 2009-11 biennium in accordance with provisions of House Bill No. 1400.

[13] Changes funding source for grants - state school aid to provide for fiscal stabilization funds made available to the Governor under the federal American Recovery and Reinvestment Act of 2009. The House version did not include these funds and the Senate included this amount in a separate section of the bill.

[14] Funding from the general fund is added by the conference committee for one-time supplemental grants in accordance with provisions of House Bill No. 1400. The House version and the Senate version did not include these grants.

[15] Funding from the general fund is added by the conference committee for supplemental grants in accordance with provisions of House Bill No. 1400. The House version and the Senate version did not include these grants.

The conference committee did not include a section added by the Senate to provide a contingent appropriation of $10 million from the general fund for deferred maintenance grants.

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$3,285,012	$3,129,915	$63,876	$3,193,791	$3,285,012	($91,221)
Operating expenses	1,482,573	1,482,573		1,482,573	1,482,573	
Grants	1,852,500	1,852,500		1,852,500	1,852,500	
Total all funds	$6,620,085	$6,464,988	$63,876	$6,528,864	$6,620,085	($91,221)
Less estimated income	1,939,695	1,916,483	11,353	1,927,836	1,939,695	(11,859)
General fund	$4,680,390	$4,548,505	$52,523	$4,601,028	$4,680,390	($79,362)
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Restores Funding Relating to Anticipated Salary Savings[1]	Total Conference Committee Changes
Salaries and wages	$63,876	$63,876
Operating expenses		
Grants		
Total all funds	$63,876	$63,876
Less estimated income	11,353	11,353
General fund	$52,523	$52,523
FTE	0.00	0.00

[1] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

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

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$5,503,734	$5,334,629	$95,369	$5,429,998	$5,503,734	($73,736)
Operating expenses	1,638,603	1,638,603		1,638,603	1,638,603	
Capital assets	188,140	212,640	1,686,500	1,899,140	229,140	1,670,000
Deferred maintenance	98,605	98,605		98,605	98,605	
Total all funds	$7,429,082	$7,284,477	$1,781,869	$9,066,346	$7,470,082	$1,596,264
Less estimated income	1,334,461	1,327,110	839,340	2,166,450	1,334,461	831,989
General fund	$6,094,621	$5,957,367	$942,529	$6,899,896	$6,135,621	$764,275
FTE	43.94	43.94	0.00	43.94	43.94	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Provides Funding for Asbestos Removal[1]	Restores Funding Relating to Anticipated Salary Savings[2]	Removes Funding for Superintendent Salary Increase[3]	Adds Funding to Remodel the Trades Building[4]	Total Conference Committee Changes
Salaries and wages		$108,870	($13,501)		$95,369
Operating expenses					
Capital assets	16,500			1,670,000	1,686,500
Deferred maintenance					
Total all funds	$16,500	$108,870	($13,501)	$1,670,000	$1,781,869
Less estimated income	0	4,340	0	835,000	839,340
General fund	$16,500	$104,530	($13,501)	$835,000	$942,529
FTE	0.00	0.00	0.00	0.00	0.00

[1] This amendment provides funds to complete the asbestos removal from the infirmary building and is in addition to the $24,500 provided by the House for demolition of the building to provide a total of $41,000, the same as the Senate version.

[2] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

[3] Funding for the superintendent's 2009-11 salary increases is removed. Provisions are added that the salary for the superintendent for the 2009-11 biennium be set at the rate effective January 1, 2009. The amendment also authorizes the School for the Deaf to transfer funds from the salaries and wages line item to the operating expenses line item and the capital assets line item to provide funding for a future services plan and implementation for the School for the Deaf and for remodeling the Trades Building.

[4] The conference committee appropriated $835,000 from the general fund and added a section allowing the School for the Deaf to borrow up to $835,000 from the Bank of North Dakota to provide a total of $1,670,000 to remodel the Trades Building. The conference committee also added a section providing an exemption for the School for the Deaf from North Dakota Century Code Section 54-44.1-11allowing the school to continue any unexpended funds from the 2007-09 biennium to the 2009-11 biennium to be available for costs of remodeling the Trades Building. The House and Senate versions did not include funding to remodel the Trades Building.

House Bill No. 1013 - Vision Services - School for the Blind - Conference Committee Action

	Executive Budget	House Version	Conference Committee Changes	Conference Committee Version	Senate Version	Comparison to Senate
Salaries and wages	$3,410,755	$3,309,781	$221,483	$3,531,264	$3,564,691	($33,427)
Operating expenses	658,998	658,998	21,654	680,652	680,652	
Capital assets	27,000	27,000		27,000	27,000	
Deferred maintenance	64,500	64,500		64,500	64,500	
Total all funds	$4,161,253	$4,060,279	$243,137	$4,303,416	$4,336,843	($33,427)
Less estimated income	820,582	808,311	7,591	815,902	820,582	(4,680)
General fund	$3,340,671	$3,251,968	$235,546	$3,487,514	$3,516,261	($28,747)
FTE	28.00	28.00	1.50	29.50	29.50	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds Funding for New Materials Center FTE[1]	Adds Funding for Additional Adult Services FTE[2]	Restores Funding Relating to Anticipated Salary Savings[3]	Total Conference Committee Changes
Salaries and wages	$47,808	$106,128	$67,547	$221,483
Operating expenses		21,654		21,654
Capital assets				
Deferred maintenance				
Total all funds	$47,808	$127,782	$67,547	$243,137
Less estimated income	0	0	7,591	7,591
General fund	$47,808	$127,782	$59,956	$235,546
FTE	0.50	1.00	0.00	1.50

[1] This amendment provides additional funding and a .5 FTE position for the National Instructional Materials Accessibility Center, the same as the Senate version. Additional funding for operating expenses ($4,554) relating to the center are included in House Bill No. 1078.

[2] This amendment provides additional funding and 1 FTE position for adult services in eastern North Dakota, including salaries ($106,128) and operating expenses ($21,654), the same as the Senate version.

[3] This amendment restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover, the same as the Senate version.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: May 6, 2009

Your Conference Committee House Approp: Educ and Envir. #1

For the Senate:		YES / NO			For the House: Voice Vote Passed	YES / NO	
	Sen. Holmberg				Rep. Skarphol		
	Sen. Wardner				Rep. Wald		
	Sen. Robinson				Rep. Kroeber		

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

the (Senate/House) amendments on (SJ/HJ) page(s) _____ – _____

____, and place _____ on the Seventh order.

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

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

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

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Senator Holmberg

SECONDED BY: Rep. Wald

VOTE COUNT ___ YES ___ NO ___ ABSENT

Revised 4/1/05

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 1013 (, as (re)engrossed): Date: May 4, 2009

Your Conference Committee House Approp: Educ and Envir. #2

For the Senate:		YES	NO	For the House:		YES	NO
✓	Sen. Holmberg	✓		✓	Rep. Skarphol	✓	
✓	Sen. Wardner	✓		✓	Rep. Wald	✓	
✓	Sen. Robinson	✓		✓	Rep. Kroeber	✓	

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

the (Senate/House) amendments on (SJ/HJ) page(s) 1191 - 1194
(SJ) 1033 - 1036

____, and place _____ on the Seventh order.

__✓__ adopt (further) amendments as follows, and place HB1013 98014.0204 on the Seventh order:

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

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

DATE: May 4, 2009
CARRIER: Rep. Skarphol
Senator Holmberg

LC NO.	of amendment
LC NO.	of engrossment
Emergency clause added or deleted	
Statement of purpose of amendment	

MOTION MADE BY: Senator Robinson

SECONDED BY: Senator Wardner

VOTE COUNT 6 YES 0 NO 0 ABSENT

Revised 4/1/05

REPORT OF CONFERENCE COMMITTEE

HB 1013, as engrossed: Your conference committee (Sens. Holmberg, Wardner, Robinson and Reps. Skarphol, Wald, Kroeber) recommends that the **SENATE RECEDE** from the Senate amendments on HJ pages 1191-1194, adopt amendments as follows, and place HB 1013 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1191-1194 of the House Journal and pages 1033-1036 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 8, after the semicolon insert "to provide legislative intent; to provide an exemption;"

Page 1, line 12, after the second "funds" insert "including federal fiscal stimulus funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009"

Page 1, line 21, replace "1,330,606" with "1,936,388" and replace "12,746,140" with "13,351,922"

Page 1, line 22, replace "11,242,300" with "11,313,692" and replace "30,980,594" with "31,051,986"

Page 1, line 23, replace "100,800,000" with "82,204,416" and replace "826,965,879" with "808,370,295"

Page 1, after line 24, insert:

"Grants - Supplemental one-time	0	85,644,337	85,644,337
Grants - Supplemental operations	0	16,795,584	16,795,584"

Page 2, line 1, replace "5,000,000" with "10,000,000" and replace "38,500,000" with "43,500,000"

Page 2, line 2, replace "14,829,915" with "15,287,915" and replace "242,531,721" with "242,989,721"

Page 2, line 4, replace "55,000" with "62,500" and replace "95,000" with "102,500"

Page 2, line 5, replace "131,257,821" with "221,244,832" and replace "1,167,349,334" with "1,257,336,345"

Page 2, line 6, replace "34,366,125" with "120,187,517" and replace "360,034,363" with "445,855,755"

Page 2, line 7, replace "96,891,696" with "101,057,315" and replace "807,314,971" with "811,480,590"

Page 2, line 8, replace "2.00" with "5.00" and replace "96.75" with "99.75"

Page 2, line 13, replace "501,421" with "565,297" and replace "3,129,915" with "3,193,791"

Page 2, line 16, replace "606,222" with "670,098" and replace "6,464,988" with "6,528,864"

Page 2, line 17, replace "35,230" with "46,583" and replace "1,916,483" with "1,927,836"

Page 2, line 18, replace "570,992" with "623,515" and replace "4,548,505" with "4,601,028"

Page 2, line 24, replace "569,456" with "664,825" and replace "5,334,629" with "5,429,998"

Page 2, line 26, replace "162,640" with "1,849,140" and replace "212,640" with "1,899,140"

Page 2, line 28, replace "955,021" with "2,736,890" and replace "7,284,477" with "9,066,346"

Page 2, line 29, replace "288,092" with "1,127,432" and replace "1,327,110" with "2,166,450"

Page 2, line 30, replace "666,929" with "1,609,458" and replace "5,957,367" with "6,899,896"

Page 3, line 5, replace "330,886" with "552,369" and replace "3,309,781" with "3,531,264"

Page 3, line 6, replace "18,200" with "39,854" and replace "658,998" with "680,652"

Page 3, line 9, replace "298,486" with "541,623" and replace "4,060,279" with "4,303,416"

Page 3, line 10, replace "(35,546)" with "(27,955)" and replace "808,311" with "815,902"

Page 3, line 11, replace "334,032" with "569,578" and replace "3,251,968" with "3,487,514"

Page 3, line 12, replace "0.00" with "1.50" and replace "28.00" with "29.50"

Page 3, line 17, replace "98,463,649" with "103,859,866" and replace "821,072,811" with "826,469,028"

Page 3, line 18, replace "34,653,901" with "189,058,976" and replace "364,086,267" with "518,491,342"

Page 3, line 19, replace "133,117,550" with "292,918,842" and replace "1,185,159,078" with "1,344,960,370"

Page 3, after line 31, insert:

"Trades building remodel	0	835,000"

Page 4, line 2, replace "66,000" with "901,000"

Page 4, line 7, replace "862,200" with "1,697,200"

Page 4, after line 12, insert:

"**SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Title I - Part A	$27,415,262
Title I - School improvement	7,145,000
Title II - Part D - Technology	3,209,375
Individuals With Disabilities Education Act	27,413,988
McKinney-Vento Homeless Assistance Act	150,000
National school lunch program	230,000
The emergency food assistance program	85,426
Clean diesel (passthrough from the state department of health)	1,730,000
Total federal funds	$67,379,051

The superintendent of public instruction may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated in this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the superintendent of public instruction, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Department of public instruction administrative costs relating to federal fiscal stimulus payment to schools, including salaries ($152,533) and operating expenses ($173,815)	$326,348
Early childhood learning council operating expenses	20,000
Total federal funds from governor's office	$346,348

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. SUPERINTENDENT'S SALARY - LINE ITEM TRANSFERS - SCHOOL FOR THE DEAF. The monthly salary for the superintendent of the school for the deaf for the 2009-11 biennium may not exceed the monthly salary level in effect for this position in January 2009. Notwithstanding section 54-16-04, the director of the office of management and budget and the state treasurer shall transfer funds from the salaries and wages line item to the operating expenses line item contained in subdivision 3 of section 1 of this Act of up to $100,000 and to the capital assets line item as requested by the superintendent of public instruction to provide funding for a future services plan and implementation for the school for the deaf and for the remodel of the trades building, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 5, remove lines 21 through 26

Page 8, after line 18, insert:

"**SECTION 20. BANK OF NORTH DAKOTA LOAN AUTHORIZATION.** The school for the deaf may borrow the sum of $835,000, or so much of the sum as may be necessary, from the Bank of North Dakota, which is appropriated in subdivision 3 of section 1 of this Act for the purpose of remodeling the trades building on the campus of the school for the deaf for the period beginning with the effective date of this Act and ending June 30, 2011.

SECTION 21. EXEMPTION. The amount appropriated for the school for the deaf in subdivision 3 of section 3 of chapter 40 of the 2007 Session Laws is not subject to section 54-44.1-11 and any unexpended funds relating to this amount are available for the remodel of the trades building during the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 8, line 19, replace "Section 5" with "The amount of $1,670,000, of which $835,000 is from the general fund, included in the capital assets line item in subdivision 3 of section 1 of this Act and sections 3, 4, 8, 20, and 21" and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98014.0204 FN 1

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

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

2009 TESTIMONY

HB 1013

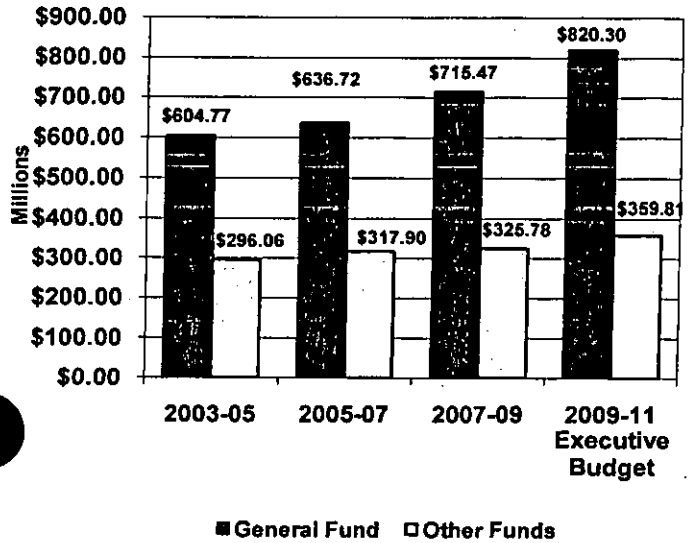
Prepared by the North Dakota Legislative Council staff for House Appropriations
January 7, 2009

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

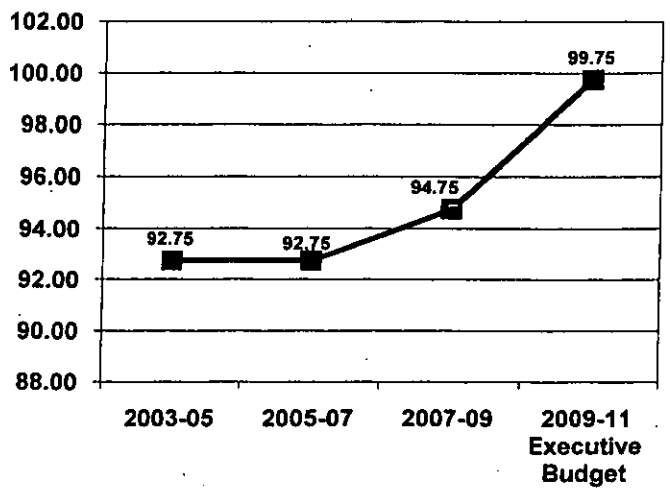
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	99.75	$820,302,441	$359,805,146	$1,180,107,587
2007-09 Legislative Appropriations	94.75	715,471,197	325,778,473	1,041,249,670[1]
Increase (Decrease)	5.00	$104,831,244	$34,026,673	$138,857,917

[1]The 2007-09 appropriation amounts include $158,157, $47,922 of which is from the general fund, for the agency's share of the $10 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for classified employees and $5 million of contingent general fund appropriations pursuant to Section 50 of 2007 Senate Bill No. 2200. The 2007-09 appropriation amounts do not include $18,447,612 of additional special funds authority resulting from Emergency Commission action during the 2007-09 biennium nor do they include $6,167,099 of general fund appropriations continued from the 2005-07 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$819,677,441	$625,000	$820,302,441
2007-09 Legislative Appropriations	710,471,197	5,000,000	715,471,197
Increase (Decrease)	$109,206,244	($4,375,000)	$104,831,244

Executive Budget Highlights

	General Fund	Other Funds	Total
Salaries and wages			
1. Adds 1 new FTE administrative assistant III position in the Early Reading First program		$85,046	$85,046
2. Adds 1 new FTE assistant director position in the standards and achievement unit		$135,886	$135,886
3. Adds 1 FTE assistant director position ($135,886), 1 FTE administrative assistant II position ($78,393), and related operating expenses ($25,392) in the school approval and accreditation unit	$239,671		$239,671
4. Adds 1 FTE assistant director position to monitor the expansion of counseling support and the role of career advisors	$135,886		$135,886
Provides funding to address salary equity issues, including $16,528, of which $4,955 is from the general fund, for the related second-year salary increase	$104,123	$242,956	$347,079
6. Provides increased funding for temporary salaries to assist in the collection of data for the state school aid program	$9,500		$9,500

7. Provides increased funding for expenses relating to the English language learner program	$40,000		$40,000
8. Provides increased funding for the state portion of school health program costs	$23,112		$23,112
[redacted]perating expenses			
9. Increases federal funding for a statewide longitudinal data system grant		$9,000,000	$9,000,
10. Provides **one-time funding** for programming changes to the department's state automated reporting system (STARS) application used to gather school district information	$500,000		$500,000
11. Increases funding for operating expense inflationary increases	$92,500		$92,500
12. Increases funding for expenses relating to the English language learner program	$20,000		$20,000
13. Provides funding for anticipated increases in the state assessment program ($200,000) and the English language learner assessment program ($50,000)	$250,000		$250,000
14. Provides funding for expenses relating to the North Dakota Early Learning Council	$20,000		$20,000
Grants			
15. Increases funding for state school aid from $726,165,879 to $837,125,879	$101,660,000	$9,300,000	$110,960,000
16. Decreases funding for special education from $17.5 million to $15.5 million	($2,000,000)		($2,000,000)
17. Increases funding for transportation grants from $33.5 million to $38.5 million	$5,000,000		$5,000,000
18. Increases funding for other grants funded by general and federal funds	$194,000	$13,044,915	$13,238,915
19. Adds funding for a new mentoring program to provide training and support for new teachers	$2,300,000		$2,300,000
[redacted]. Adds funding for a new instructional coaching pilot program	$500,000		$500
21. Provides **one-time funding** for a grant to the North Dakota Geographic Alliance for matching funds available from the National Geographic Society	$125,000		$125,
22. Adds funding to increase child nutrition state matching dollars to a total of $1,380,000	$300,000		$300,000
23. Provides increased funding to the Education Standards and Practices Board to pay certification scholarships to teachers seeking national board certification and stipends to teachers who have achieved certification	$55,000		$55,000

Other Sections in Bill

2007-09 appropriation - Section 5 provides a $20 million special funds appropriation to the Department of Public Instruction for grants to school districts during the 2007-09 biennium.

Special education gifted and talented programs - Section 8 provides that $400,000 of the amount appropriated for state school aid must be used to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the Superintendent of Public Instruction.

Mentorship grant program - Section 9 provides that $2,300,000 of the amount appropriated from the general fund for the grants - other grants line item be used to develop a mentorship program. The Superintendent of Public Instruction is to provide this funding to the Education Standards and Practices Board to administer the program. The Education Standards and Practices Board is authorized to hire a mentoring coordinator and select and train mentor teachers who will provide support to increase instructional skills of protégé teachers. Funding may be used to pay for staff, training, evaluation costs, stipends, and other costs determined necessary by the Education Standards and Practices Board.

Coaching pilot project - Section 10 provides that $500,000 of the amount appropriated from the general fund for the grants - other grants line item be used for an instructional coaching pilot project. The Superintendent of Public Instruction is to provide no less than [redacted]e pilot programs of instructional coaching during the 2010-11 school year. State funds must be matched on a one-to-one basis by [redacted]t recipients.

Deferred maintenance and physical plant improvement grants - Contingency - Section 14 provides a $10 million general ... appropriation to the Superintendent of Public Instruction for awarding school districts deferred maintenance and physical plant

improvement grants contingent upon the Office of Management and Budget projecting the June 30, 2011, state general fund balance exceeding the amount predicted by the Office of Management and Budget at the conclusion of the 2009 legislative session by more than $30 million.

cted officials' salary increase - Section 15 includes the statutory changes necessary to increase the Superintendent of Public ıtruction's salary as follows:

Annual salary authorized by the 2007 Legislative Assembly:

July 2007-June 2008	$87,103
July 2008-June 2009	$90,587

Proposed annual salary recommended in the 2009-11 executive budget:

July 2009-June 2010	$95,116
July 2010-June 2011	$99,872

Continuing appropriation from the permanent oil tax trust fund - Property tax relief - Mill levy reduction grants - Section 16 provides a continuing appropriation from the permanent oil tax trust fund to the Superintendent of Public Instruction for the distribution of mill levy reduction grants to school districts.

Continuing Appropriations

Instructional materials revolving printing fund - North Dakota Century Code (NDCC) Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - NDCC Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Major Related Legislation

House Bill No. 1028 - This bill requires each student to complete one-half unit of health education as a condition of high school graduation.

House Bill No. 1081 - This bill establishes a P-20 education council.

House Bill No. 1172 - This bill provides a $2.5 million general fund appropriation to the Superintendent of Public Instruction for adult ic and secondary education programs and a $250,000 general fund appropriation to the Superintendent of Public Instruction for viding grants to school districts and public institutions of higher education that implement new adult basic and secondary education ograms.

HB 1013 attachment # 32
January 20, 2009

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
JANUARY 8, 2009
by Dr. Wayne G. Sanstead, State Superintendent
(701) 328-4570
Department of Public Instruction

Mr. Chairman and members of the House Appropriations committee:

My name is Dr. Wayne Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to provide information regarding HB 1013 which is the appropriations bill for the Department of Public Instruction.

My written testimony includes an historical perspective of the agency, major agency initiatives and program changes for the 2009-11 biennium as well as the agencies long-term strategic plan.

In 1861, President Buchanan signed a bill creating the Dakota Territory which included the states of North and South Dakota and portions of Montana and Wyoming. In spite of the difficulties of organizing schools in a vast and sparsely settled area, education clearly was a priority for the early settlers. In 1862, the first Legislative Assembly for the Dakota Territory passed an "Act for the Support of Common Schools." In 1863, a territorial board of education was formed and the Dakota Territory education system was "off and running" on a course of swift change and constant improvement.

From 1864 to statehood, North Dakota was served by a territorial school board and a superintendent. In 1889, Section 12, Article V of the Constitution of North Dakota provided for a state superintendent of public instruction. Originally, a two year term, the office became a four year term with adoption of a constitutional amendment in June of 1964. Statutes were also enacted in 1890 to charge the state superintendent with the supervision of the common and secondary schools of the state and to serve as an ex-officio member of the board of university and school lands.

In 1935, North Dakota became the first state to provide a special appropriation for a high school correspondence program to provide a complete curriculum by correspondence. In July of 1989, the legislature transferred the administration of the Division of Independent Study to the superintendent. The Division was further

transferred by legislative action to the Division of Information Technology in July 2001.

Other important dates include legislative adoption of the first school state aid formula in 1959; federal enactment of the Elementary and Secondary Education Act of 1965 (ESEA); and Education of the Handicapped Act of 1975. As you know, in 2007 the ND Legislative Assembly enacted a new funding formula that is considered to be the most significant legislative reform in state aid funding for K-12 education in state history.

Effective January of 1991, with the dissolution of the Director of Institutions Office, the legislature transferred authority for the supervision of the state Schools for the Deaf and Blind and the State Library to the office of the superintendent.

In order to fulfill its mission ***to ensure a uniform, statewide system for effective learning***, the office of the superintendent promotes the provision of a quality education through the school improvement process and provides leadership in the promotion of programs designed to benefit the intellectual development, mental health, social adjustment and physical well being of all North Dakota citizens.

PROGRAM CHANGES

Legislative adoption of the ND Commission on Education Improvement (CEI) recommendations could significantly impact DPI's staffing and operational costs, specifically as they relate to re-calculation and monitoring of funding formulas; monitoring of district professional development plans; the credentialing and monitoring of career advisors; increasing district accreditation requirements for career interest inventories; increased requirements for annual assessments; and the implementatin of standards for pre-kindergarten. The following provides a brief description of implementation strategies or program administration attached to CEI recommendations:

Pre-Kindergarten –the establishment of a ND Early Learning Council to coordinate existing services and the development of plans for educational services and standards.

DPI would be responsible to provide staff support and to develop rules for approval and accreditation of Pre-K programs.

Professional Development – The CEI authorizes up to 4 days of professional development for teachers and increases student contact days from 173 – 174 by

2010. It is the intent of the CEI to enhance professional development opportunities and to provide grants to advance instructional coaching and promote teacher involvement.

DPI would be responsible to develop a Professional Development Advisory Committee and monitor district professional development plans to ensure their effectiveness; also, DPI would be responsible to initiate and model instructional coaching activities.

Student Performance Strategies – increase the number of tutors and develop career advisors.

DPI would be responsible for monitoring the number of licensed FTEs serving as tutors as a condition for accreditation; and, administration of the expansion of counseling support and the role of the new "career advisors." In addition, DPI would monitor the accreditation aspects of counseling staffs and provide direction for the intended use of the new career advisors.

MAJOR AGENCY INITIATIVES

- DPI is a partner in an initiative of the joint education boards to develop career advisors for high school students as a means of linking student success to economic prosperity in North Dakota.
- DPI is involved in the design of an education data system as part of the ND Statewide Educational Longitudinal Data System (SLEDS).

  DPI developed a proposal to fund SLEDS initiatives in collaboration with ITD, and CTE to provide educational data analysis tools to ND school district personnel, legislators, researchers, students and parents. The system will better enable the department to identify promising instructional practices, improve student achievement, and reduce achievement gaps among student groups.

- Communicate educational information to all ND citizens

  DPI is developing an educational portal, including a user-friendly website to provide access to information for parents, policy makers and the public, as well as developing informational brochures and publications for public dissemination.

- Increase utilization of Regional Education Associations.

DPI will enhance alternative delivery services to local districts and promote the shared use of personnel and resources and continue the enhancement of distance learning opportunities and funding of community partnerships through federal 21st Century grants.

- Form an Indian Education Advisory Committee.

  DPI's budget included a request of $66K for tribal collaboration and facilitation in the development of Indian education policies in matters affecting the education of Indian students in North Dakota.

- Align P-16 education systems to assist students in preparing for college and work.

  DPI continues to review and align challenging student content and achievement standards and to collaborate with CTE, ESBP and NDUS in the alignment of all education systems to assist students transitioning from high school to college or work.

- Expand and fund adult learning center services to address at-risk, non-completing high school students. (HB 1172)

LONG TERM PLAN

The Department's long term plan for public education outlines strategic initiatives that focus on student achievement, community involvement, operational excellence and educational support, centered in a customer friendly environment. It represents our beliefs and defines the guiding principles necessary to channel our energies towards accomplishment of established goals.

Plan purpose and design is the result of agency-wide efforts to develop rigorous activities deemed necessary to realize improved outcomes for students. Demographic, economic, technological and political trends were assessed and linked to federal grant programs and state and federal mandates. Other state plans and national objectives for K-12 education were reviewed. Collaboration with the P-16 Agency Group, representing state educational agencies committed to helping students respond to critical workforce needs and preparing them for a prosperous future in North Dakota, helps to continue the work of the 2005/06 Commission on Education Improvement and implementation of the P-16 Education Task Force recommendations.

Highlights of our plan include:

- continued development and alignment of challenging content and performance standards to improve teaching and learning;
- furtherance of joint agreements among districts, regional education associations, and other professional associations and consortia that allow districts to share both human and material resources;
- assurance of optimal distance cooperative learning opportunities through increased networking, telecommunications, and shared faculty and courses within regional education associations and our statewide teacher centers;
- continued development of a statewide accountability system that looks to student achievement as the true measure of a school's performance;
- continued insistence on fully-licensed, highly qualified teachers with provisions for greater flexibility regarding alternative means of achieving or demonstrating competency, and
- continued support of increased compensation for all teachers, administrators and educational support staff members.

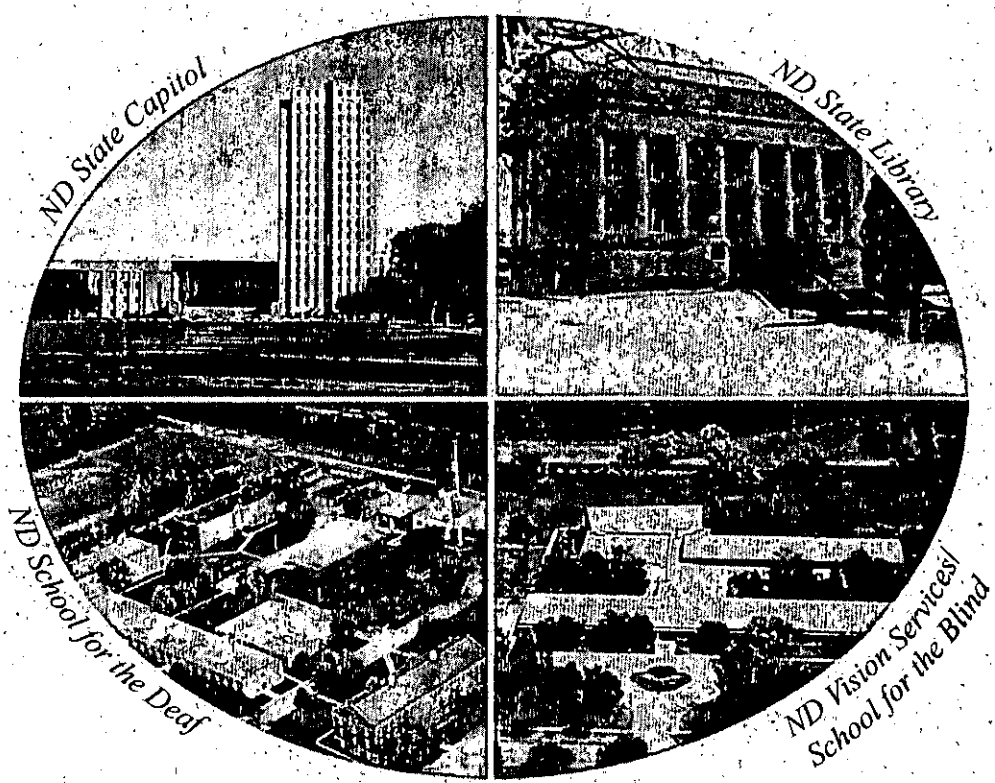
Mr. Chairman, this completes my testimony. Following any questions, I will turn the podium over to Bonnie Miller, my administrative services director for a fiscal overview of HB1013.

attachment # 21

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the House Appropriations Committee



January 8, 2009

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
Thursday, January 8, 2009

DEPARTMENT OF PUBLIC INSTRUCTION

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- **(2) Child Nutrition State Match Dollars**
- **(3) Standards-Based Assessments**
- **(4) MIS – STARS Maintenance**
- **(5) English Language Learner Program Administration**
- **(6) English Language Proficiency Assessment Program**
- **(7) School Approval & Accreditation Unit FTE**
- **(8) MIS Unit Salary**
- **(9) School Health Unit Salary**
- **(10) Indian Education Advisory Council**
- **(11) Career Planning Initiative**

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- **(12) Atlantik-Brucke Teacher Exchange** – *Jon Martinson*
- **(13) Education Standards & Practices Board** – *Janet Welk*
- **(14) Geographic Alliance** - *MarilynWeiser*
- **(15) Governor's School** – *Lonnie Hass*
- **(16) ND LEAD Consortium** – *Jim Stenhjem*
- **(17) North Dakota Museum of Art** – *Matt Wallace*
- **(18) Teacher Center Network** – *Marty Odermann-Gardner*
- **(19) Northern Plains Writing Project** – *Dr. Robert Kibler*
- **(20) Red River Valley Writing Project** – *Kim Donehower*
- **(21) North Central Council of School Television** – *Bob Marthaller*
- **(22) North Dakota Early Learning Council** – *Dr. Wayne G. Sanstead*

School for the Deaf – *Dennis Fogelson & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Doris Ott & Cindy Larson*

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
Thursday, January 8, 2009

DEPARTMENT OF PUBLIC INSTRUCTION

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Department of Public Instruction (201)
Line Item Overview for the House Appropriations Committee
January 8, 2009

Line Item	2005-2007 Expenditures	2007-2009 Current Budget	2009-2011 Requested Increase (Dec)	% Change	2009-2011 Requested Budget	2009-2011 Recommendation Increase (Decr)	% Change	2009-2011 Executive Recommendation	
Salaries and Wages	$ 9,713,932.00	$ 11,573,691.00	$ 272,610.00	2.4%	$ 11,846,301.00	$ 2,125,310.00	18.4%	$ 13,699,001.00	1
Operating Expenses	$ 15,935,381.00	$ 20,264,094.00	$ 9,820,000.00	48.5%	$ 30,084,094.00	$ 10,727,892.00	52.9%	$ 30,991,986.00	2
Grants-State School Aid	$ 510,067,660.00	$ 726,165,879.00	$ 110,960,000.00	15.3%	$ 837,125,879.00	$ 110,960,000.00	15.3%	$ 837,125,879.00	3
Grants-Tuition Apportionment	$ 71,270,531.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -	
Grants-Special Education	$ 52,500,000.00	$ 17,500,000.00	$ (2,000,000.00)	-11.4%	$ 15,500,000.00	$ (2,000,000.00)	-11.4%	$ 15,500,000.00	4
Grants Revenue Supplement	$ 5,000,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -	
Grants-Transportation	$ -	$ 33,500,000.00	$ 5,000,000.00	14.9%	$ 38,500,000.00	$ 5,000,000.00	14.9%	$ 38,500,000.00	5
Grants-Other Grants	$ 227,101,436.00	$ 227,701,806.00	$ 15,844,915.00	7.0%	$ 243,546,721.00	$ 16,463,915.00	7.2%	$ 244,165,721.00	6
Grants-Teacher Compensation	$ 50,912,120.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -	
Reorganization Bonuses	$ 759,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -	
Education Association Payments	$ 1,000,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -	
Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	0.0%	$ 30,000.00	$ -	0.0%	$ 30,000.00	
National Board Certification	$ 16,000.00	$ 40,000.00	$ -	0.0%	$ 40,000.00	$ 55,000.00	137.5%	$ 95,000.00	7
Totals	$ 944,306,060.00	$ 1,036,775,470.00	$ 139,897,525.00	13.5%	$ 1,176,672,995.00	$ 143,332,117.00	13.8%	$ 1,180,107,587.00	
By Funding Source									
General Funds	$ 629,725,694.00	$ 710,423,275.00	$ 107,427,444.00	15.10%	$ 817,850,719.00	$ 109,879,166.00	15.5%	$ 820,302,441.00	
Federal Funds	$ 242,261,850.00	$ 248,836,139.00	$ 23,176,284.00	9.30%	$ 272,012,423.00	$ 24,158,949.00	9.7%	$ 272,995,088.00	
Special Funds	$ 72,318,516.00	$ 77,516,056.00	$ 9,293,797.00	12.00%	$ 86,809,853.00	$ 9,294,002.00	12.0%	$ 86,810,058.00	
Totals	$ 944,306,060.00	$ 1,036,775,470.00	$ 139,897,525.00	13.50%	$ 1,176,672,995.00	$ 143,332,117.00	13.8%	$ 1,180,107,587.00	
Total FTE	92.75	94.75	4.0	4.20%	96.75	5.0	5.3%	99.75	

1 DPI has requested 5 additional FTEs. 2 FTEs are federal funded and 3 are general funded. The 3 general funded positions are included in the Executive Recommendation. This increase reflects the request for the additional FTEs and also staff increases calculated in the BARS system.
2 The increase in operating is for a $9,000,000 federal longitudinal data grant DPI anticipates, optional requests, and inflationary increases.
3 Increase in general funds for the state school aid program. This full amount was included in the Executive Budget Recommendation.
4 Decrease in the special education contract line paid for by general funds.
5 Increase in transportation grants from the general fund. This full amount was included in the Executive Budget Recommendation
6 Other Grants line has increased for general funds because of the flow thru grants. In addition, federal funding for grants has also increased.
7 Increase in general funds for ESPB to pay teacher certification scholarships and stipends for national board certification. This full amount was included in the Executive Budget Recommendation

Department of Public Instruction 201
2007-2009 One Time Appropriations

Foundation Aid Contingency Line (SB2013 Section 28)			
Activity	Budget	Amount Paid	**Amount Remaining**
English Language Learner Grants to Districts	$ 450,000.00	$ 450,000.00	**$ -**
Minimum Payments 2007-09 (in the state aid formula)	$ 600,000.00	$ -	**$ 600,000.00**
Transportation Grants(w/ State Aid)	$ 2,000,000.00	$ -	**$ 2,000,000.00**
Regional Education Association (REA) 2007-2009 Grants (in the state aid formula)	$ 1,000,000.00	$ 840,000.00	**$ 160,000.00**
Regional Education Association 2005-07 (955,000 Grants) & 2007-09 ($45,000 & Teacher Mentoring Grants)	$ 1,000,000.00	$ 975,000.00	**$ 25,000.00**
Division of Independent Study	$ 30,000.00	$ 30,000.00	**$ -**
ND Museum of the Arts	$ 15,000.00	$ 15,000.00	**$ -**
ND Commission on Ed Improvement	$ 200,000.00	$ 172,157.92	**$ 27,842.08**
Education Standards & Practices Board - National Board Certification	$ 77,000.00	$ 77,000.00	**$ -**
Adult Education Programs	$ 200,000.00	$ 84,404.04	**$ 115,595.96**
Automated External Defibrillator Purchase for Schools	$ 400,000.00	$ 399,972.73	**$ 27.27**
North Central Council of School Television Grant	$ 395,000.00	$ 395,000.00	**$ -**
Foundation Aid Computer System Rewrite	$ 500,000.00	$ 295,588.79	**$ 204,411.21**
Education Standards & Practices Board Teacher Licensure Computer System Rewrite	$ 650,000.00	$ 495,873.00	**$ 154,127.00**
Educational Leadership Grant	$ 90,000.00	$ 85,000.00	**$ 5,000.00**
ND School Boards-Atlantik-Brucke Exchange Study	$ 50,000.00	$ 50,000.00	**$ -**
Glenburn Deficiency	$ 25,748.00	$ 25,748.00	**$ -**
	$ 7,682,748.00	$ 4,390,744.48	**$ 3,292,003.52**
		57.2%	**42.8%**

Of the $ 7,682,748.00 contingency funds available, $ 1,515,648.60 was spent during the 2005-2007 biennium and the remaining $ 6,167,099.40 was carried over into the 2007-2009 biennium to be spent before June 30, 2009.

Deferred Maintenance Grants (SB2200 Section 50)			
SB2200 appropriated $ 5,000,000 in General Funds for the purposes of awarding to eligible school districts deferred maintenance and physical improvement grants.			
Activity	Budget	Amount Paid	**Amount Remaining**
Deferred Maintenance Grants	$ 5,000,000.00	$ 4,169,869.00	**$ 830,131.00**
		83.4%	**16.6%**

The balances shown for both grants are as of December 15, 2008

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
January 8, 2009

		1	2	3	4	5	
		2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE	
1	**FTE Employees**	**94.75**	**94.75**	**0**	**99.75**	**5**	1
	Operations:						
2	Salaries & Wages	$11,573,691	$11,573,691	$0	$13,699,001	$2,125,310	2
3	Operating Expenses	$20,264,094	$20,264,094	$0	$30,991,986	$10,727,892	3
4	Capital Assets	$0	$0	$0	$0	$0	
5	**Total**	**$31,837,785**	**$31,837,785**	**$0**	**$44,690,987**	**$12,853,202**	
	Funding Sources:						
6	General Fund	$6,113,723	$6,113,723	$0	$7,891,445	$1,777,722	
7	Federal Funds	$24,648,006	$24,648,006	$0	$35,729,689	$11,081,683	
8	Other Funds	$1,076,056	$1,076,056	$0	$1,070,058	($5,998)	
	Grants:						
	State						
9	Foundation Aid & Transportation	$649,965,879	$649,965,879	$0	$750,825,879	$100,860,000	4
10	Revenue Supplement	$0	$0	$0	$0	$0	
11	Special Education	$17,500,000	$17,500,000	$0	$15,500,000	($2,000,000)	5
12	Transportation	$33,500,000	$33,500,000	$0	$38,500,000	$5,000,000	6
13	Governor's School	$320,000	$320,000	$0	$365,000	$45,000	7
14	LEAD Consortium	$245,000	$245,000	$0	$260,000	$15,000	8
15	Teacher Center Network	$276,000	$276,000	$0	$310,000	$34,000	9
16	FINDET	$33,117	$33,117	$0	$33,117	$0	10
17	Adult Education Matching Funds	$1,055,000	$1,055,000	$0	$1,055,000	$0	
18	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	$1,380,000	$300,000	11
19	North Dakota Museum of Art	$295,000	$295,000	$0	$345,000	$50,000	12
20	Northern Plains Writing Project	$58,000	$58,000	$0	$58,000	$0	
21	Red River Writing Project	$50,000	$50,000	$0	$50,000	$0	
22	**Total**	**$704,377,996**	**$704,377,996**	**$0**	**$808,681,996**	**$104,304,000**	
23	**Federal**	**$224,049,689**	**$224,049,689**	**$0**	**$237,269,604**	**$13,219,915**	13

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
January 8, 2009

		1	2	3	4	5	
		2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE	
	Other						
24	Tuition Apportionment	$76,200,000	$76,200,000	$0	$86,300,000	$10,100,000	14
25	Displaced Homemakers	$240,000	$240,000	$0	$240,000	$0	
26	**Total**	**$76,440,000**	**$76,440,000**	**$0**	**$86,540,000**	**$10,100,000**	
	Funding Sources:						
27	General Fund	$704,377,996	$704,377,996	$0	$808,648,879	$104,270,883	
28	Federal Funds	$224,049,689	$224,049,689	$0	$237,269,604	$13,219,915	
29	Other Funds	$76,440,000	$76,440,000	$0	$86,540,000	$10,100,000	
	Special Line Items:						
30	Mentoring Programs	$0	$0	$0	$2,300,000	$2,300,000	15
31	Instructional Coaching Pilot	$0	$0	$0	$500,000	$500,000	16
32	Reorganization Bonuses	$0	$0	$0	$0	$0	
33	National Board Certification (ESPB)	$40,000	$40,000	$0	$95,000	$55,000	17
34	Transportation Efficiency	$30,000	$30,000	$0	$30,000	$0	
35	**Total**	**$70,000**	**$70,000**	**$0**	**$2,925,000**	**$2,855,000**	
	Funding Sources:						
36	General Fund	$70,000	$70,000	$0	$2,925,000	$2,855,000	
37	Federal Funds	$0	$0	$0	$0	$0	
38	Other Funds	$0	$0	$0	$0	$0	
39	**Total**	**$1,036,775,470**	**$1,036,775,470**	**$0**	**$1,180,107,587**	**$143,332,117**	
	Funding Sources:						
41	General Fund	$710,561,719	$710,561,719	$0	$820,302,441	$109,740,722	
42	Federal Funds	$248,697,695	$248,697,695	$0	$272,995,088	$24,297,393	
43	Other Funds	$77,516,056	$77,516,056	$0	$86,810,058	$9,294,002	
44	**Total Funding Source**	**$1,036,775,470**	**$1,036,775,470**	**$0**	**$1,180,107,587**	**$143,332,117**	

** *Note: The total amount for grants is different from the amount shown in BARS because of a BARS system error. See Amendment page for details.*

Column 3 - Variance between 2007-09 legislative appropriation and the 2007-09 estimated expenditures:
None - all appropriations are estimated to be expended

Column 5 - Variance between 2007-09 legislative appropriation and the 2007-09 recommendation:

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
January 8, 2009

	1	2	3	4	5
	2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE

1 DPI has requested an additional 5FTEs. 2 FTEs are federal funded and 3 are general funded. The 3 state funded positions are included in the Executive Budget Recommenc
2 Increases for salaries of requested FTEs and staff increases.
3 Increase in operating provides for optional requests and an increase in federal program administrative funds. (See Optional Request Narrative for details).
4 Increase in general funds for the state school aid program. The full amount was included in the Executive Budget Recommendation.
5 Decrease in the special education contracts paid with general funds.
6 Increase in general funds for the state school aid program. The full amount was included in the Executive Budget Recommendation.
7 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
8 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
9 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
10 FINDET has been moved to the University Systems budget
11 Increase in general funds for this federal required state match in the National School Lunch Program. This full amount was included in the Executive Budget Recommendatior
12 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
13 Increase in federal grant funds.
14 Additional special funds available for tuition apportionment.
15 Additional general fund to provide for a new mentoring program to provide training and support for new teachers. This was included in the Executive Budget Recommendatior
16 Additional general funds to provide for a new instructional coaching pilot project. This was included in the Executive Budget Recommendation.
17 Increase in general funds for ESPB to pay teacher certification scholarships for national board certification. This was included in the Executive Budget Recommendation.

Same sheet given to Senate

Department (201) Public Instruction
Budget Amendments
2009-2011 Biennium

- The Department of Public Instruction had several input errors in its budget request. The Budget Analysis and Reporting System (BARS) did not detect these errors during the validation process and the budget data submitted was incorrect. Therefore, the following budget amendments are necessary.

An amendment to reduce the general fund authority by $662,177. The State School Aid Line (60) must be reduced by $800,000 and the Other Grants Line (67) must be increased by $137,883. The adjustments result in a net decrease in general fund authority of $662,177.

An amendment to reduce the federal fund authority on the Other Grants Line (67) by $147,883.

An amendment to increase the special fund authority on the Grants – State School Aid Line (60) by $800,000 and the Grants – Other Grants Line (67) by $10,000.

A detailed spreadsheet, prepared by Budget Analyst, Joe Morrissette, is on page 7 of the handout.

- An amendment to provide $14,000 in general funds for the North Dakota Teacher of the Year Program. A 2009-2011 program budget is on page 8 of the handout.

- An amendment to adjust the salary of the School Health Unit Director from the $23,111 included in the Executive Recommendation to $36,000 per biennium.

This represents 20% of the Health Unit Director salary and benefits. There are two reasons why the Department of Public Instruction is requesting an amendment.

1. The employee benefits were not included in the first calculation.
2. The recommended salary increases were not included in the first calculation.

There are currently eleven references in North Dakota Century Code regarding the Department of Public Instruction's responsibilities to address students and school health. Some of these are done in concert with the Department of Health and others are burdensome for frequency of phone calls, technical assistance and resource development. These responsibilities have been assigned to the School Health Unit.

In addition, there were several bills passed during the last legislative session which requires a good deal of the unit staff time. The Department of Health will take the lead but the Department of Public Instruction involvement is critical in such areas as the new immunization schedule and the study of Human Papillomavirus (HPV). Some of these responsibilities are state mandates and using federal funds is not allowable.

Same sheet given to Senate

2009-11 DPI BUDGET RECOMMENDATION CORRECTIONS

	Actual Budget Recommendation				Corrected Budget Recommendation				Corrections			
	General	Federal	Special	Total	General	Federal	Special	Total	General	Federal	Special	Total
Salaries and wages	$4,382,395	$9,314,517	$2,089	$13,699,001	$4,382,395	$9,314,517	$2,089	$13,699,001	$0	$0	$0	$0
Operating expenses	3,509,050	26,414,967	1,067,969	30,991,986	3,509,050	26,414,967	1,067,969	30,991,986	0	0	0	0
Grants - State school aid	751,625,879		85,500,000	837,125,879	750,825,879		86,300,000	837,125,879	(800,000)	0	800,000	0
Grants - Special education contracts	15,500,000			15,500,000	15,500,000			15,500,000	0	0	0	0
Grants - Transportation	38,500,000			38,500,000	38,500,000			38,500,000	0	0	0	0
Grants - Other grants	6,660,117	237,265,604	240,000	244,165,721	6,798,000	237,117,721	250,000	244,165,721	137,883	(147,883)	10,000	0
Transportation efficiency	30,000			30,000	30,000			30,000	0	0	0	0
National board certification	95,000			95,000	95,000			95,000	0	0	0	0
Total all funds	$820,302,441	$272,995,088	$86,810,058	$1,180,107,587	$819,640,324	$272,847,205	$87,620,058	$1,180,107,587	($662,117)	($147,883)	$810,000	$0

Same sheet given to Senate

North Dakota
Teacher of the Year Program
2009-2011 Budget

National Teacher of the Year Program Conference:
Each year the Teachers of the Year and the State Program Coordinators meet in Dallas, Texas. The goals of the conference are to continue strengthening state programs through the sharing of ideas and strategies, and to better prepare the new Teachers of the Year for their roles as representatives of their state. (Note: National Teacher of the Year Program covers the costs of airfare, ground transportation in Dallas, most meals and hotel).

State covers the costs of the registration fee, in-state mileage and some traveling meals for NDTOY and State Coordinators. $2,500

National Teacher of the Year Recognition Week Activities, Washington, DC:
Historically, the President of the United States has announced the National Teacher of the Year to the American people. In recent years the President has invited the State Teachers of the Year to join in the Washington recognition. This event is held late April/early May.

The state covers the cost of airfare, lodging, meals and taxi unless teacher is a National Teacher of the Year finalist. $4,000

International Space Camp:
Another exciting educational opportunity is the International Space Camp at the U.S. Space and Rocket Center in Huntsville, Alabama. This camp, attended by the National and State Teachers of the Year, as well as teachers and students from over twenty countries, allows Teachers of the Year to learn about space technology in a supercharged atmosphere of excitement with colleagues from around the world. The date for Space Camp is the last week in July.

U.S. Space and Rocket Center ***NASA Grant****
****No cost to the state.***

Operating Costs for the State:

Selection Panel Expense (9)	$ 2,600	
Finalists Expense (4)	$ 2,450	
Awards for Finalists (5)	$ 850	
Public Recognition for NDTOY	$ 1,200	
Media	$ 250	
Photography	$ 150	
Total Operating Costs:		$ 7,500
Grand Total NDTOY Cost to the State		**$14,000**

Current FTEs
December 2008

Superintendent

2.0 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

3.75 Staff are responsible for human resource administration and internal operational functions, including: reception duties, internal mail distribution, and payroll and employee benefit administration.

Fiscal Management

1.0 Full time director supervises all operational activities, including fiscal, grants management, printing, mail, receptionist, human resources, business communications, and procurement.
4.25 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including the preparation and submission of the biennial budget, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts, and other sub-recipient audits.
3.0 Grants Management positions are assigned to Special Ed, Child Nutrition, and Federal Title programs.
1.0 The purchasing/procurement officer has been assigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance/ School Organization & Special Projects

4.0 School Finance and Organization personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical assistance to schools and school districts regarding annexation, reorganization, and dissolution procedures; provide technical support and assistance on open enrollment; supervise the school bus transportation program; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; and collect and report teacher compensation data.

Title I

13.0 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers and the Learn and Serve Grants.

Standards and Achievement

9.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit. Education Technology has been assigned to this unit.
2.0 Staff members administer the statewide testing program and the new federal NAEP testing program.

School Approval and Accreditation

6.9 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, library media, and driver education personnel. Education Technology was reassigned to Standards and Achievements.

Special Education

12.85 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This also includes one assistant director to administer the SPD Grant.

Management Information Systems

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

Adult Education and Coordinated School Health

7.25 FTEs support the activities of Adult Education and Coordinated School Health. These grants support twenty GED testing sites, eighteen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.75 Child Nutrition and Food Distribution personnel are responsible for the administration of 8 USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

Same given to Senate

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2009-2011 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	6,857,634	
10.555	National School Lunch Program	Agriculture	28,841,768	
10.556	Special Milk Program for Children	Agriculture	135,871	
10.558	Child and Adult Care Food Program	Agriculture	16,872,068	165,533
10.559	Summer Food Service for Children	Agriculture	1,005,000	54,402
10.560	State Administrative Expense for Child Nutrition	Agriculture		2,048,904
10.565	Commodity Supplemental Food Program	Agriculture	316,802	286,158
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,186,500	304,305
10.568	The Emergency Food Assistance Program	Agriculture	142,960	130,000
10.574	Team Nutrition Training Grants	Agriculture	38,750	119,275
10.582	Fresh Fruit and Vegetable Program	Agriculture	1,011,457	200,500
17.267	Workforce Investment Act Incentive Grants	Education	125,000	25,000
84.002	Adult Basic Education	Education	2,160,461	310,000
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	69,085,492	1,851,956
84.011	Title I Migrant Education	Education	500,918	185,813
84.013	Title I Neglected and Delinquent Children and Youth	Education	813,560	
84.027A	Special Education – IDEA Part B	Education	49,657,499	5,339,934
84.173A	Special Education IDEA Part B Preschool Program	Education	1,522,466	256,756
84.185	Byrd Scholarship Program	Education	205,000	
84.186	Title IV Part A – Safe and Drug Free Schools and Communities	Education	2,417,942	209,414

Catalog #	Title	U.S. Dept.	Grants	Admin
84.196	Title I Education for Homeless Children	Education	224,234	150,000
84.213	Title I Even Start	Education	603,145	41,751
84.287	Title IV 21st Century Community Learning Centers	Education	7,557,406	590,155
84.318	Title II D Enhancing Education Through Technology	Education	5,932,900	221,830
84.323A	State Personnel Development Grant	Education	637,180	302,000
84.326C	Projects for Children and Young Adults who are Deaf-Blind	Education	174,614	
84.357	Title I Reading First	Education	3,960,466	474,256
84.358	Title VI Part B Rural and Low-Income Schools	Education	167,576	9,020
84.359B	Title I Early Reading First	Education	4,481,324	1,120,331
84.365	Title III English Language Acquisition	Education	772,900	331,243
84.366	Title II Part B Math and Science Partnerships	Education	1,691,786	52,683
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	27,389,194	942,098
84.369	Title VI Part A State Assessment Program	Education		7,955,644
99.003	Nat Coop Educational Statistics (NCES)	Education		170,000
93.576	Refugee Children School Impact Grant	HHS	380,774	80,894
93.938	School Health Programs	Center for Disease	360,000	235,000
94.004	Learn and Serve Grants	Education	34,957	32,529
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,532,100
	K-12 State Longitudinal Data System [2]	Education		9,000,000
Total			**$237,265,604**	**35,729,484**

[1] Estimated federal funding
[2] DPI wrote a grant proposal for the K-12 State Longitudinal Data Warehouse Grant and anticipates funding around April 2009.

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

CATALOG #	TITLE	US DEPT
10.550	Food Distribution Food Donation Program	Agriculture

Some facts given to Senate

Commodities are available for distribution to qualifying agencies such as community action agencies, Indian reservations, charitable institutions, schools, and child and adult care centers. DPI distributes commodities in a one year period valued at approximately $6,000,000. USDA provides funding to DPI for storage and delivery of commodities to community action agencies and Indian reservations. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school and to summer camps.

10.558	Child and Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers, functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in state approved programs for persons with disabilities.

CATALOG #	TITLE	US DEPT
10.565	Commodity Supplemental Food Program	Agriculture

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

10.567	Food Distribution Program on Indian Reservations	Agriculture

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing, transportation, and other administrative costs at the tribal and state level.

10.568	The Emergency Food Assistance Program	Agriculture

Funds are made available for the processing, storage, and distribution cost incurred for providing food assistance to needy persons.

10.574	Team Nutrition Training Grants	Agriculture

Funds are used to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and caregivers, and school and community support for healthy eating and physical activity. Team Nutrition's goal is to improve children's lifelong eating and physical activity habits.

10.582	Fresh Fruit and Vegetable Program	Agriculture

The Fresh Fruit and Vegetable Program (FFVP) provides funding to schools so they can provide free fresh fruits and vegetables to children throughout their school day. Of the federal funding received, 95 percent is granted to schools and 5 percent is reserved by DPI for administrative costs. Schools must apply to participate in the FFVP. The following criteria must be met: (1) must participate in the National School Lunch Program (NSLP); (2) must agree to make fresh fruits and vegetables available free of charge to students throughout the school day in one or more areas designated by the school; (3) must have 50 percent or more of its students eligible for free/reduced price meals; and (4) must serve students in grades K-8. Participating schools receive $75 per enrolled student per year.

17.267	Workforce Investment Act Incentive Grants	Education

Funding for eight projects through Adult Learning Centers to offer services to adults to enhance their employment outlook.

CATALOG #	TITLE	US DEPT
84.002	Adult Basic Education	Education

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading, or writing English. Of the federal monies received, 5 percent is awarded to DPI and 95 percent is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. Four percent of the state allocation must be set aside for schools that are identified as needing program improvement of which 95 percent is distributed to school districts and 5 percent may be used for administration. Five percent of the difference between the current and previous year's Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1 percent or a flat amount of $400,000 for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, foster count, and census data.

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

84.011	Title I Migrant Education	Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 78 percent is distributed to school districts. The remaining 16 percent is for service agreements to provide health services to migrant students to participate in consortia that benefit the migrant students and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Six percent of the funds is for administration. The method for allocation of funds is a weighted formula based on the number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

CATALOG #	TITLE	US DEPT
84.013	Title I Neglected and Delinquent Children and Youth	Education

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.027A	Special Education IDEA Part B	Education

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free, appropriate public education available to all eligible children with one or more in thirteen categories. In the most recent allocation, an amount equal to 92.5 percent of the total grant amount was distributed to special education units based on the federal formula. Allocations are made to special education units based on 75 percent of the amount received for FFY 1999 plus 85 percent of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. The remaining 15 percent is allocated on the number of children in the unit eligible for free and reduced meals.

84.173A	Special Education IDEA Part B Preschool Program	Education

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities, aged 3 years through 5 years, a free appropriate public education. Allocations are made to special education units based on 75 percent of the amount received for FFY 1997 plus 85 percent of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. The remaining 15 percent is allocated on the number of children in the unit eligible for free and reduced meals.

84.185	Byrd Scholarship Program	Education

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

CATALOG #	TITLE	US DEPT
84.186	Title IV Part A Safe and Drug-Free Schools and Communities	Education

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents; and are coordinated with related federal, state, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received, 4 percent is used at the state level for technical assistance, 3 percent is awarded to DPI for administration, and 93 percent is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196	Title I Education for Homeless Children	Education

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and sub grants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50 percent is distributed to school districts, 25 percent is awarded to local shelters and agencies serving homeless children, and 25 percent is for administration. The method for allocation of funds is based on a competitive application process.

84.213	Title I Even Start	Education

Funds are available to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners, and helps provide literacy training for parents. Of the monies received, 94 percent is distributed to school districts, 3 percent is for technical assistance, and 3 percent is for administration. The method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.287	Title IV 21st Century Community Learning Centers	Education

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

84.318	Title II D Enhancing Education Through Technology	Education

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

84.323A	State Personnel Development Grant	Education

The State Personnel Development Grant will assist SEAs in reforming and improving their personnel preparation and professional development systems for teachers and related services personnel. North Dakota will develop and implement a personnel development program that addresses needs identified through baseline data in our ND State Performance Plan (SPP) and the ND Annual Performance Report (APR) as well as capturing data required under the Government Performance and Results Act (GPRA). North Dakota will utilize professional development activities to improve the knowledge and skills of special education teachers and speech language pathologists in ND.

CATALOG #	TITLE	US DEPT
84.326C	Projects for Children and Young Adults who are Deaf-Blind	Education

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

84.357	Title I Reading First	Education

Funds are used to implement a core reading program within Grades K-3. This reading program includes instruction in the five essential reading components, assessing students' reading skills in the five essential components, and professional development on reading instruction for school staff. Services and subgrants are provided to local education agencies to ensure that all students know how to read well by the end of the third grade.

84.358	Title VI Part B Rural and Low-Income Schools	Education

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

84.359B	Title I Early Reading First	Education

The Early Reading First Program, part of the President's "Good Start, Grow Smart" initiative, is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The overall purpose of the Early Reading First program is to prepare young children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure school success. The North Dakota Early Reading First program, called MiND PLACE or Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education, serves preschool children in the Minot and surrounding areas within three Head Start Centers, Minot Public Schools Head Start, the Three Affiliated Tribes Head Start Program, and the Early Explorers Head Start Program.

84.365	Title III English Language Acquisition	Education

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

CATALOG #	TITLE	US DEPT
84.366	Title II Part B Math & Science Partnerships	Education

Funds support partnerships between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. One of the major goals of the program is to bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than K-12 schools. Allocation of funds is based on a competitive grant process.

84.367	Title II Part A Teacher and Principal Training and Recruiting	Education

Funds are made available to school districts and state agencies for higher education to support class size reduction and professional development activities to increase student academic achievement through strategies such as, improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and high qualified principals and assistant principals in schools, and to hold local educational agencies and schools accountable for improvements in student academic achievement. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received, 95 percent is distributed to school districts, 2.5 percent is for higher education projects, and 2.5 percent is for statewide projects. The method for allocation of funds is based on a base year's Title II Part A allocations and the additional funds are allocated based on school enrollment and Title I low-income units.

84.369	Title VI Part A State Assessment Program	Education

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

CATALOG #	TITLE	US DEPT
93.576	Refugee Children School Impact Grant	Health & Human Services

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938	School Health Programs	Center for Disease

The purpose of the Coordinated School Health Unit's agreement with Centers for Disease Control is to support the development and implementation of school health programs to prevent serious health problems for youth. Of the monies received, approximately 22 percent is distributed to Teacher Centers for providing statewide training programs. In addition, contractors are hired on a competitive application process to fulfill other objectives of this award.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2007-09 PRESENT BUDGET	2009-11 REQUESTED INCREASE	2009-11 TOTAL REQUESTED BUDGET	2009-11 EXECUTIVE RECOMMENDED INCREASE	2009-11 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Operating	0.00	$2,570,336	$92,500	$2,662,836	$92,500	$2,662,836
2	Child Nutrition State Match Dollars	0.00	$1,080,000	$300,000	$1,380,000	$300,000	$1,380,000
3	State Assessment Program	0.00	$1,217,928	$1,000,000	$2,217,928	$200,000	$1,417,928
4	MIS - STARS Maintenance	0.00	$0	$575,000	$575,000	$500,000	$500,000
5	State English Language Learner Program	0.00	$20,000	$60,000	$80,000	$60,000	$80,000
6	English Language Proficiency Assessment Prograr	0.00	$275,000	$75,000	$350,000	$50,000	$325,000
7	School Approval & Accreditation	2.00	$0	$219,032	$219,032	$219,032	$219,032
8	MIS Unit	0.00	$0	$9,500	$9,500	$9,500	$9,500
9	School Health Unit	0.00	$0	$23,112	$23,112	$23,112	$23,112
10	ND Indian Education Advisory Council	0.00	$0	$66,000	$66,000	$0	$0
11	Career Planning Initiative	2.00	$0	$572,500	$572,500	$0	$0
	TOTAL GENERAL FUNDS	**4.00**	**$5,163,264**	**$2,992,644**	**$8,155,908**	**$1,454,144**	**$6,617,408**

HB 1013 January 20, 2009 Attachment #2

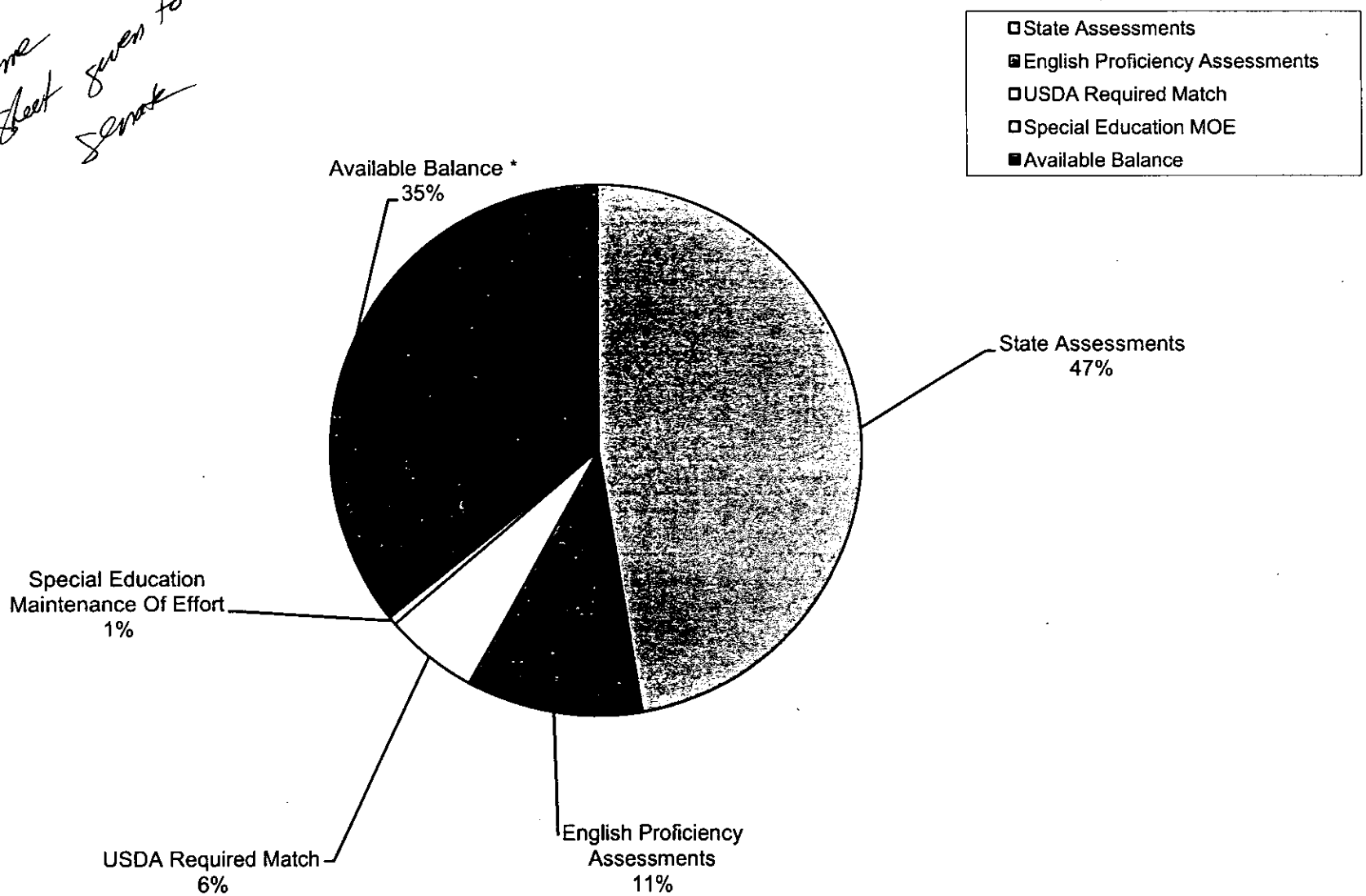
DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2007-09 PRESENT BUDGET	2009-11 REQUESTED INCREASE	2009-11 TOTAL REQUESTED BUDGET	2009-11 EXECUTIVE RECOMMENDED INCREASE	2009-11 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Operating	0.00	$2,570,336	$92,500	$2,662,836	$92,500	$2,662,836
2	Child Nutrition State Match Dollars	0.00	$1,080,000	$300,000	$1,380,000	$300,000	$1,380,000
3	State Assessment Program	0.00	$1,217,928	$1,000,000	$2,217,928	$200,000	$1,417,928
4	MIS - STARS Maintenance	0.00	$0	$575,000	$575,000	$500,000	$500,000
5	State English Language Learner Program	0.00	$20,000	$60,000	$80,000	$60,000	$80,000
6	English Language Proficiency Assessment Prograr	0.00	$275,000	$75,000	$350,000	$50,000	$325,000
7	School Approval & Accreditation	2.00	$0	$219,032	$219,032	$239,671	$239,671
8	MIS Unit	0.00	$0	$9,500	$9,500	$9,500	$9,500
9	School Health Unit	0.00	$0	$23,112	$23,112	$23,112	$23,112
10	ND Indian Education Advisory Council	0.00	$0	$66,000	$66,000	$0	$0
11	Career Planning Initiative	2.00	$0	$572,500	$572,500	$0	$0
	TOTAL GENERAL FUNDS	**4.00**	**$5,163,264**	**$2,992,644**	**$8,155,908**	**$1,474,783**	**$6,638,047**

Jan 20th

DPI General Operating Fund Obligations 2009-2011
Total Available $ 2,570,336.

Same sheet given to Senate



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2009-2011 Biennial Budget Optional Packages

Some facts given to senate

1. General Fund Operating

Several of the Operating Expense items in DPI's budget are anticipated to increase. As a result of these increases, we would like to request a General Fund increase in the amount of $ 92,500.

Central Duplicating charges for materials used in print jobs, such as paper, staples, binding, etc at their inventory cost. Labor for various functions is billed separately from materials. Central Duplicating anticipates an increase in materials of 4% and labor of 5%. In addition, costs for items ordered from Central Supply are billed at term contract prices plus an overhead charge to cover operating costs, including labor. Central Supply has advised agencies to anticipate an increase of about 4% for these items.

ITD has given agencies estimates on the data processing charge increases. In addition, ITD has changed the method of calculating the device charges which has in turn increased the amount DPI will be charged. The new calculation of devices along with increases in Connect ND fees, hosting charges, development and maintenance charges will require DPI to request additional funding to pay our ITD billing.

In addition, other operating costs such as general supplies, equipment, printing and travel expenses have also increased. Another area we have seen additional expense is the non-employee travel line to reimburse county committee members for attending committee meetings. There are also expenses incurred by DPI in the area of meetings for school district annexations, dissolutions and reorganizations. These additional expenses are expected to continue so we are requesting funding to offset these increased costs.

The Department hereby requests an additional $ 92,500 in General Fund Operating.

2. Child Nutrition State Match Grant Dollars

The Department of Public Instruction is requesting additional funding to increase the Child Nutrition and Food Distributions Programs State Matching amount which is currently $ 1,080,000. The state match requirement increases each year in proportion to the increased amount of federal reimbursement paid to school districts; however, the state match appropriation has remained the same since the 1997-1999 biennium. For the past few years, DPI has not had enough funds to meet the required match and has had to make up for it through "soft matches" from the State Institutions that receive federal school

nutrition dollars. It has become increasingly difficult to meet the match even using the alternate method. If DPI is unable to match the federal funds, we jeopardize over $26 million in federal funds for school lunch programs.

The Department hereby requests an additional $ 300,000 in General Funds for Child Nutrition and Food Distribution Programs State Matching Funds.

3. State Assessment Program

The Department requests an increase in our general fund budget for the 2009-2011 biennium in the amount of $500,000 per year for maintenance of effort of our State Assessment Program. This funding would allow for the setting of achievement standards for the language arts component of the assessments and advance the development of critical test items across all grade levels and subjects among our regular and alternate assessments.

During the 2005-2007 biennium, the state allocated $ 1.2 million dollars for the implementation of state assessments. If approved, this optional budget request would raise the 2005-2007 allocation from $1.2 million dollars to $2.2 million dollars for the 2009-2011 biennium.

The Department hereby requests an additional $ 1,000,000 in General Funds for State Assessments.

4. MIS-STARS Maintenance

The STARS system is the only overall data collection computer program that DPI uses to collect all the required data from school districts. In order to maintain the integrality of the program it requires regular maintenance and to address additional new data requirements the STARS would need program enhancements to address the additional data needs. Therefore, the Department requests additional general funds to perform these tasks

The Department hereby requests an additional $ 575,000 in General Funds for STARS maintenance.

5. State English Language Learner Program

The Department would like to request additional general fund dollars to support the administration of the State English Language Learner Program. This funding will add to the current $ 20,000 that is allocated for a total of $ 80,000 for the biennium. ND Century Code 15.1-38 establishes an English Language Learner (ELL) Program in North Dakota, requiring services for students who are eligible and stipulating responsibilities of

the State Superintendent for administrative oversight, technical assistance and management of various activities, including the state English language proficiency standards and assessment and advisory committee. Article 67-28 of Administrative Rules passed in June, 2006 further clarify requirements, delineating school district and state responsibilities. The State Superintendent also has a responsibility to approve school districts for state ELL funding as defined in the educational funding formula. Federal funding can not be used for this purpose. The Department received a citation in a federal monitoring visit for using federal funding for state activities in this area.

The Department is hereby requesting an additional $ 60,000 in General Funds for the State ELL Program.

6. English Language Proficiency Assessment Program

The Department requests an additional $ 75,000 for assessments for English language proficiency to meet increased costs in the 2009-2011 biennium of the assessment of students who qualify as limited in English proficiency or English Language Learners. This funding will add to the current $275,000 that is currently in the budget and supports general increases in costs involved with testing and assessment. Vendors will be increasing charges for services provided related to the assessment, which include printing of tests, scoring, providing reports and technical assistance It also supports additional costs related to the increase in numbers of language minority students requiring screening and assessments.

The Department hereby requests and additional $ 75,000 for State English Language Proficiency Assessments.

7. School Approval & Accreditation

The School Approval & Accreditation Unit anticipates the need to add two FTE's to the unit to handle an increasingly complex and heavy workload. The two FTE's would be one assistant director and one additional support person.

The rationale for these positions include:

The mainframe migration has had a tremendous impact on staff time. New programming to be implemented in 2009-10 will require meetings and testing during peak approval/accreditation times.

Each legislative session creates additional reporting or monitoring. For example: changes to calendar law (professional development time); changes in curriculum law (North Dakota Studies); high school graduation requirements require additional reporting and monitoring; administrative education grant requires additional reporting and monitoring, Pre Kindergarten issues, etc.

Critical Job Functions Include:

Assistant Director of Primary/Secondary Education Programs
40% - Manage the state education improvement process by providing training workshops, as well as on-line and telephone support regarding the education improvement process to schools and teachers.
30% - Compile ad hoc reports for schools, the Legislature, and other audiences. For example: post secondary enrollment options program each semester, annual high school graduation requirements, etc., special reports based on
school data - number of counselors, number of teachers holding licensure, etc.
30% - Conduct acceptance testing on computer programming for school approval, school accreditation, etc., and other
technological applications for the Unit.

Administrative Assistant II
20% - Meeting Planning and coordination
15% - Agenda preparation and record minutes
15% - Screen documents for accuracy and to verify data
50% - Provide general office support

The Department is hereby requesting an additional two FTE's for $ 186,332 in Salary and $ $32,700 in Operating for a total request of $ 219,032 in General Funds.

8. MIS Unit Temporary Salary Dollars

The Department requests additional temporary salary dollars for the Management Information Systems unit for an individual to assist in the fall data collection. There is a significant workload increase with the fall data collection and also with necessary follow up activities related to the collection.

The Department hereby requests an additional $ 9500 in temporary salary dollars for fall data collection.

9. School Health Unit

The Department requests additional salary dollars for the School Health Unit Director. There are currently 11 references in North Dakota Century Code regarding DPI's responsibilities to address students and school health. Some of these are done in concert with the Department of Health and others are burdensome for frequency of phone calls, technical assistance and resource development These responsibilities have been assigned to the School Health Unit. In addition, there were several bills passed during the last legislative session which requires a great deal of the unit staff time. The Department of Health will take the lead but DPI involvement is critical in such areas as the new

immunization schedule and the study of HPV. Some of these responsibilities are state mandates and using federal funds are not allowable.

The Department is hereby requesting $ 23,112 in General Fund salary dollars for the School Health Unit.

10. ND Indian Education Advisory Council

The purpose of the North Dakota Indian Education Advisory Council is to:

1. Advise the North Dakota Department of Public Instruction in educational matters affecting the education of Indian students.

2. Promote equal educational opportunity and improve the quality of education provided American Indian students throughout the State of North Dakota.

The composition of the North Dakota Indian Education Advisory Council will consist of members who are representatives of Indian Education in the state of North Dakota. The membership shall be selected by the State Superintendent in consultation with Indian tribes, Indian organizations, and major education organizations including school districts that serve Indian students. The total membership will be sixteen (16).

Regular Advisory Council meetings will be called quarterly. Special meetings may be called at the discretion of the Council or the North Dakota Department of Public Instruction.

The estimated biennium total cost is $66,000 in operating funds. That cost includes $10,000 to contract with a meeting facilitator to provide meeting planning, facilitation, and documentation, $4,800 for meeting expenses, and $51,200 for Advisory Committee travel expenses.

The Department is hereby requesting $ 66,000 in General Fund operating dollars for the ND Indian Education Advisory Council.

11. Career Planning Initiative

The Department of Public Instruction is committed to meeting North Dakota's crucial need for a workforce that is well prepared for the variety of career opportunities available within the state. Toward that end, DPI strongly supports the Comprehensive Career Planning conceptual framework developed in cooperation with the State Board of Higher Education (SBHE) and the Department of Career and Technical Education (CTE). This initiative with the appropriate funding includes the following components for which the Department of Public Instruction will be responsible.

- School based activities: To ensure that a viable, ongoing career planning program is in place at the school district level, DPI will develop administrative rules outlining a requirement for delivery of a comprehensive K-12 career planning program in each district. Approved career planning process plans will be required for school accreditation.
- Career planning staff credential: The DPI in cooperation with program partners will develop credentialing requirements for personnel working with career planning programs.
- Career planning advisory committee: The DPI will convene of a career planning advisory committee jointly appointed by the SBHE, CTE and DPI.
- Accountability: The DPI will evaluate the effectiveness of the career planning program through appropriate accountability measures. The primary accountability measure will be an evaluation by an outside evaluator.

The Department of Public Instruction will implement this program through the Regional Education Agency (REA) network to ensure uniform access to career planning programs at the school district level.

In its collaborative effort to put into place the career planning process, the Department of Public Instruction will need one an additional full time professional staff person at the Director level and an Administrative Assistant position. Critical Job Functions for the Director Include:

40% - Work with the REA network to implement the career planning process across every public school district in North Dakota.
20% - Develop and implement accreditation requirements for public school districts to ensure the delivery of a comprehensive K-12 career planning program.
20% - Develop, in cooperation with program partners, and implement credentialing requirements for personnel working with career planning programs.
10% - Evaluate the effectiveness of the career planning program through appropriate accountability measures*.
10% - Coordinate quarterly meetings of a career planning advisory committee jointly appointed by the program
partners.**

* The primary accountability measure will be an evaluation by an outside evaluator. The proposed budget includes $160,000 for an evaluator contracted through the RFP process by the cooperating program partners.

** The proposed budget includes $75,000 for advisory committee travel.

Therefore, the Department requests $ 215,136 in Salary Funds and $ 357,364 in General Fund Operating for a total request of $ 572,500 for the Career Planning Initiative.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
NUMBER	OPTIONAL REQUEST	FTE CHANGE	2007-09 PRESENT BUDGET	2009-11 REQUESTED INCREASE	2009-11 TOTAL REQUESTED BUDGET	2009-11 EXECUTIVE RECOMMENDED INCREASE	2009-11 TOTAL EXECUTIVE RECOMMENDATION
12	Atlantik-Brucke Teacher Exchange	0.00	$0	$50,000 [1]	$50,000	$0	$0
13	Education Standards & Practices Board	0.00	$40,000	$55,000 [2]	$95,000	$55,000	$95,000
14	Geographic Alliance	0.00	$0	$226,000	$226,000	$125,000	$125,000
15	North Dakota Governor's School	0.00	$320,000	$174,000	$494,000	$45,000	$365,000
16	North Dakota LEAD Center	0.00	$245,000	$15,000	$260,000	$15,000	$260,000
17	North Dakota Museum of Art	0.00	$295,000	$50,000	$345,000	$50,000	$345,000
18	North Dakota Teacher Center Network	0.00	$276,000	$84,000	$360,000	$34,000	$310,000
19	Northern Plains Writing Project	0.00	$58,000	$25,000	$83,000	$0	$58,000
20	Red River Valley Writing Project	0.00	$50,000	$20,000	$70,000	$0	$50,000
21	North Central Council of School Television	0.00	$0	$50,000 [3]	$50,000	$50,000	$50,000
22	North Dakota Early Learning Council	0.00	$0	$20,000	$20,000	$20,000	$20,000
	TOTAL GENERAL FUNDS	**0.00**	**$1,284,000**	**$769,000**	**$2,053,000**	**$394,000**	**$1,678,000**

[1] S.B. 2013, Section 28, Contingency, No.17 ($50,000)
[2] S.B. 2013, Section 28, Contingency, No. 9 ($77,000)
[3] S.B. 2013, Section 28, Contingency, No. 12 ($395,000)

Flow-thru Grants

Same given to Senate

12. Atlantik-Brucke Teacher Exchange Program

This grant provides partial funding for an intense two-week study tour of Germany sponsored by Atlantik-Brucke (Atlantic-Bridge), a private non-partisan organization that seeks to strengthen German/American relations. The purpose of this study tour is to deepen the knowledge of social studies teachers responsible for discussing the Holocaust but who may have very little knowledge of German history following the end of the Nazi regime in 1945.

North Dakota social studies teachers spend time in German schools discussing common challenges with students and teachers. They also meet with important figures from German political and business life in cities such as Hannover, Wolfenbuttel, Hildesheim, Berlin, Dresden, Freiberg, and Frankfurt.

Teachers also learn of Germany's postwar development, the division between East and West, and unification, as well as contemporary Germany's role in the ongoing process of European integration.

The ND School Board's Association hereby requests $ 50,000.00 in General Funds.

13. Education Standards & Practices Board

SB 2057 instructed Education Standards & Practices Board to pay any individual who received national board certification before July 1, 2007 $ 1,000 for each year the individual has maintained and continues national board certification, provided the individual continues to be employed by a school district in this state. In addition, SB 2013 gave an additional one-time appropriation of $ 77,000 for providing funding to ESPB for payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with SB 2057. At the present time, ESPB received $ 40,000 per biennium to fund one-half of the NBPTS assessment costs for no more than seventeen applicants, the cost of three re-certifications, and a $1,000 yearly stipend for the successful candidate. ESPB is requesting an additional $55,000 for the biennium to provide the dollars to national board teachers as required by ND law.

The Education Standards & Practices Board hereby requests an additional $ 55,000.00 in General Funds.

14. Geographic Alliance

To receive matching funds from the National Geographic Society (NGS), the North Dakota Geographic Alliance (NDGA) is requesting $226,000. NGS will then match these funds to cap a full million-dollar endowment dedicated to the improvement and expansion of geography education in North Dakota. In 2001, the National Geographic Society matched $125,000 from the state of North Dakota, as well as $126,000, chiefly from a private donor, to establish a partial endowment. In 2003 an additional $22,000 was donated to the fund chiefly by a private donor, which was also matched by NGS. North Dakota has been able to take advantage of only part of the existing NGS matching funds. The opportunity for Geographic Alliances to receive these funds is limited. All earnings of this self sustaining program are permanently dedicated to geography education in North Dakota.

The NDGA has an impressive record of offering high quality professional development and providing support to teachers who represent all areas of the curriculum, especially to those who teach social studies. This permanent fund will empower NDGA to expand existing programs and services and provide up to date classroom resources.
A million dollar endowment will guarantee permanent funding for professional development to allow the North Dakota Geographic Alliance to meet the needs of all teachers and students by enhancing and expanding geography/social studies education across the state.

The Geographic Alliance hereby requests a one time appropriation of $ 226,000 in General Funds.

15. North Dakota Governor's School

The North Dakota Governor's School requests an additional $ 174,000 in general funding for the 2009-2011 biennium. The increase will be to match the needs of additional staff positions and inflation of expenses for students. The Governor's School will host fours schools which are Science, Mathematics, Visual Arts and Business. The additional funding will be used for increased costs associated with science mentor supplies, school recruiting visits, staff training, student meals, student housing costs and staff salary increases. In 2007 and 2008 the Governor's school had 59 and 64 students attend, respectively. In addition, for several years, the NDSU English department has headed the evening fine arts course in Creative Writing at the North Dakota Governor's School. We now propose a progressive, fully developed 6-week program in English Studies which introduces students to the English Studies community and exposes them to college level work. This program will provide students with multiple study options, all of which encourage active engagement in the field and ties to the state at large.

North Dakota Governor's School Program hereby requests an additional $ 174,000.00 in General Fund Money.

16. North Dakota LEAD Center

The North Dakota LEAD Center would like to request an increase of $ 15,000 in funding for the 2009-2011 biennium. This request is based on the increase in costs to deliver services with increases in supplies, transportation, equipment and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional $ 15,000 in General Funds.

17. North Dakota Museum of Art

In the fall of 2004 the ND Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through arts. Because most students attend schools without art programs, or live far from the Museum, which is located in Grand Forks, the ND Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far the Museum has toured four exhibitions (Snow Country Prison: Interned in North Dakota, Shelterbelts, Artists Self-Portraits, and Marking the Land: Jim Dow in ND) to forty-two rural sites; 216 surrounding towns or school districts have participated as well. Over 20,600 people from rural communities have seen the shows. An additional 635 children have participated in intensive, outdoor sculpture workshops in conjunction with the exhibitions. We have inserted 102,239 eight-page tabloids about the exhibitions into local newspapers.

For the 2009-2011 biennium, the Museum of Art anticipates increased costs for the basic program which includes escalating transportation, printing and salary costs. In addition, the Museum would like to add a mobile ceramics workshop which doesn't exist in rural schools.

The Museum of Art is hereby requesting an additional $ 50,000 in General Funds.

18. North Dakota Teacher Center Network

The North Dakota Teacher Center Network requests for the 2009-2011 biennium an increase in general funds in the amount of $84,000. This would bring the total appropriation to $360,000 which would allow $20,000 for each center per year. In 1987 when Teacher Centers were first funded with state appropriations, the amount for eleven centers was less than $10,000 each. The Network did not request any additional funds until 2006-2007, when the centers requested and received a total statewide annual allocation of $138,000. In 2006-07 the centers raised an additional $231,639 in operational expenses. The agencies and universities that housed the teacher centers

added an additional $ 520,030 in cash contributions last year to augment their budgets in order to provide services to educators. An additional in-kind non-cash contribution of $ 953,808 brings the total of assistance to $ 1,075,478. The funding from the state represents 8% of the total budget, but is an essential component to leverage other funding. As federal grants have dried up, it has become increasingly difficult to receive grants. This request will help the 30 year legacy of the teacher center network continue to serve educators in the state of North Dakota.

The ND Teacher Center network hereby requests an additional $ 84,000 in general funds for 2009-2011.

19. Northern Plains Writing Project

The Northern Plains Writing Project (NPWP) provides high quality professional development for teachers through a "teachers teaching teachers" model. Programs include summer institutes, advanced institutes, school year in-services, and programs that develop teacher leadership, encourage teachers to remain in the profession, and to continue honing their skills. NPWP also runs Young Writers Workshops through both Minot State University and Bismarck State College, and continually offers workshops for both teachers and students through Teacher Learning Centers, the area school districts and like venues. A large part of the NPWP budget also goes to sending teachers to national conferences where they attend workshops, lectures and seminars. Further, NPWP helps teachers obtain their Master of Education degrees from Minot State awarding scholarships for tuition, books and fees and creating networks of teachers who help each other with research, writing and thesis production.

As we have more and more teachers involved with our network, we have an increased opportunity to offer a wider variety of educational services across the state. A $25,000 increase for the 2009-2011 biennium would allow us modest growth and we have already had to turn down several opportunities to organize educational events for teachers because of limited funds. Simply put, with a larger human resource, we now need increased funding so that we can expand what we do for the greater good of the state.

The Northern Plains Writing Project hereby requests and increase of $ 25,000 in general funds.

20. Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in

the third area. For the 2009-2011 biennium we request a $ 20,000 increase over the current funding of $50,000. The requested increase in funding would allow RRVWP to undertake the following projects: (1) develop long-term partnerships with selected rural schools with inadequate teacher development funding; (2) develop a small school consortium to whom we would provide ongoing staff development, mentoring, and support in accordance with the partnership model and in conjunction with relevant regional school associations; (3) support teacher center in-services providers in national professional development opportunities which they can share with other schools as in-services; and (4) expand our "community projects" program, which allows teachers to fund activities to support students' literacy development outside of classroom hours.

The Red River Valley Writing Project hereby requests an additional $ 20,000 in General Funds.

REGIONAL EDUCATION ASSOCIATIONS
Updated: November, 2008

REA	NUMBER OF DISTRICTS	ENROLLMENT	SQUARE MILES
Great Northwest Ed. Coop. (GNWEC)	17	5,904	9,330.76
Mid-Dakota Education Council (MDEC)	11	8,257	2,341.24
Missouri River Ed. Coop. (MREC)	43	20,035	14,144.96
North Central Ed. Coop. (NCEC)	16	5,994	6,541.96
Northeast Ed. Services Coop. (NESC)	17	4,368	6,655.52
Red River Valley Education Coop. (RRVEC)	24	13,479	6,054.72
Roughrider Ed. Services Program (RESP)	17	4,990	8,860.37
South East Education Coop. (SEEC)	38	29,563	12,183.39
REA Totals	183	92,590	66,112.92
State Totals	192	94,057	70,704.00
Percent of State Totals	**95%**	**98%**	**94%**

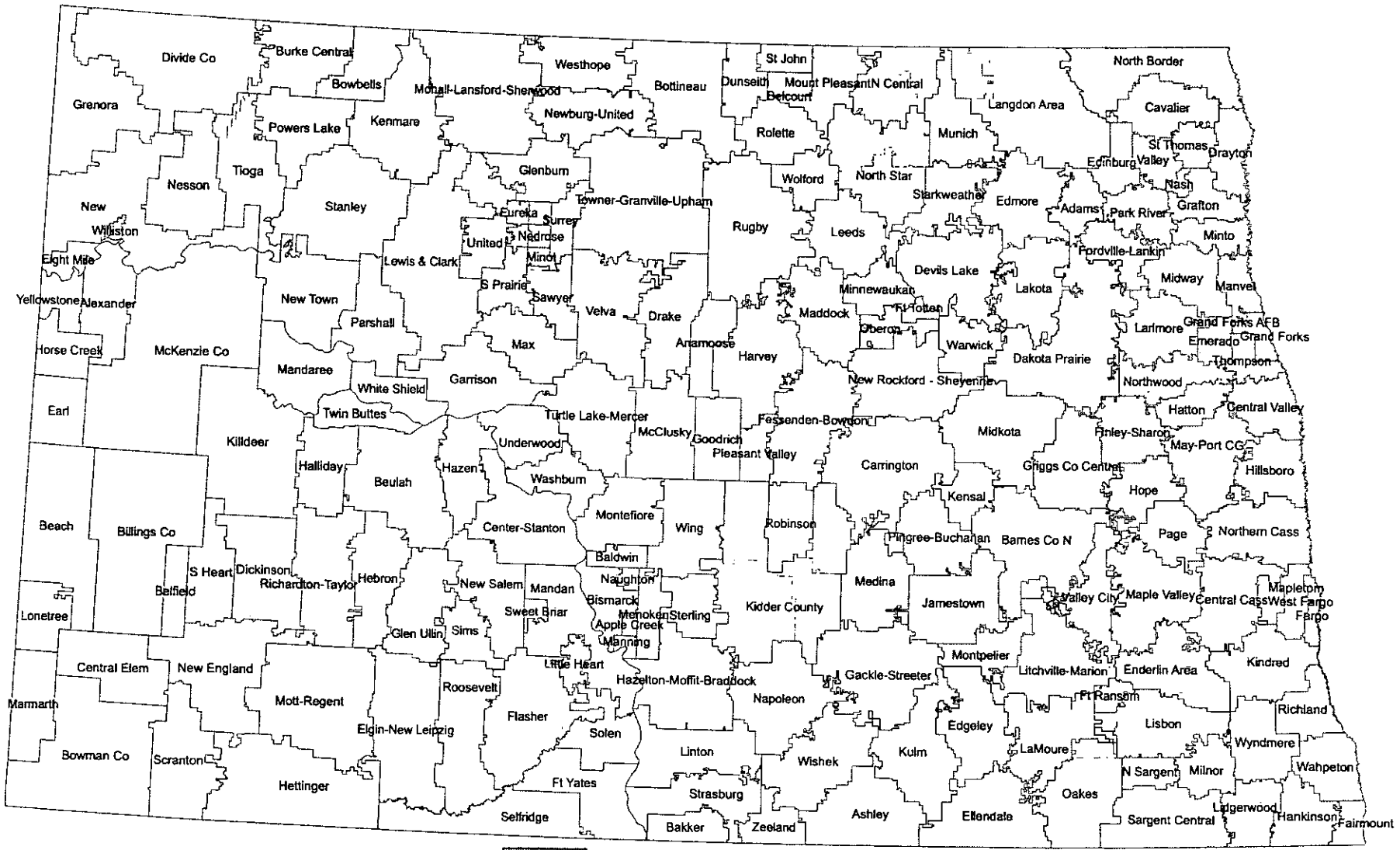
For additional information regarding JPAs see http://www.dpi.state.nd.us/finance/jtpower.shtm

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www.dpi.state.nd.us

Regional Education Associations (2008-2009)

11/10/2008

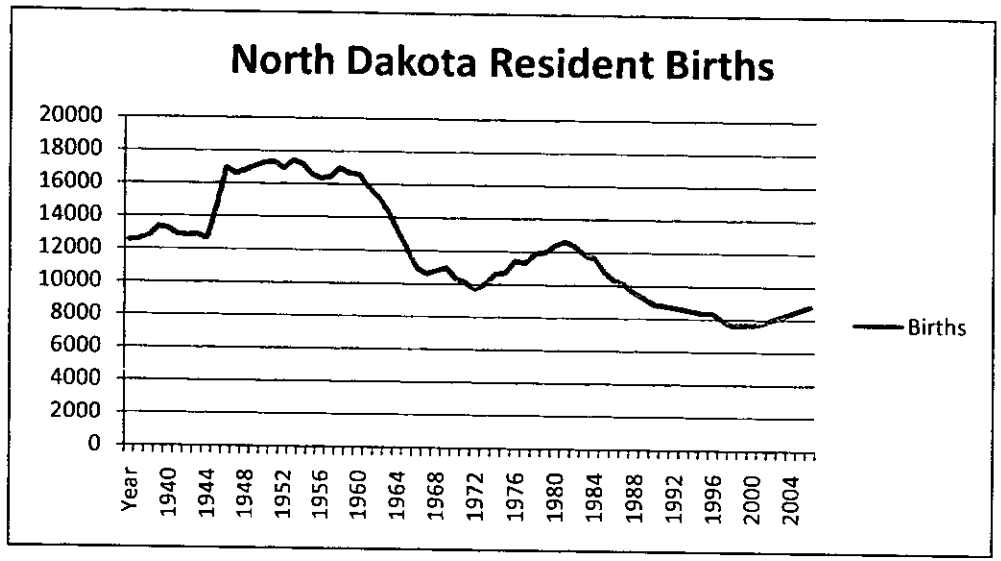


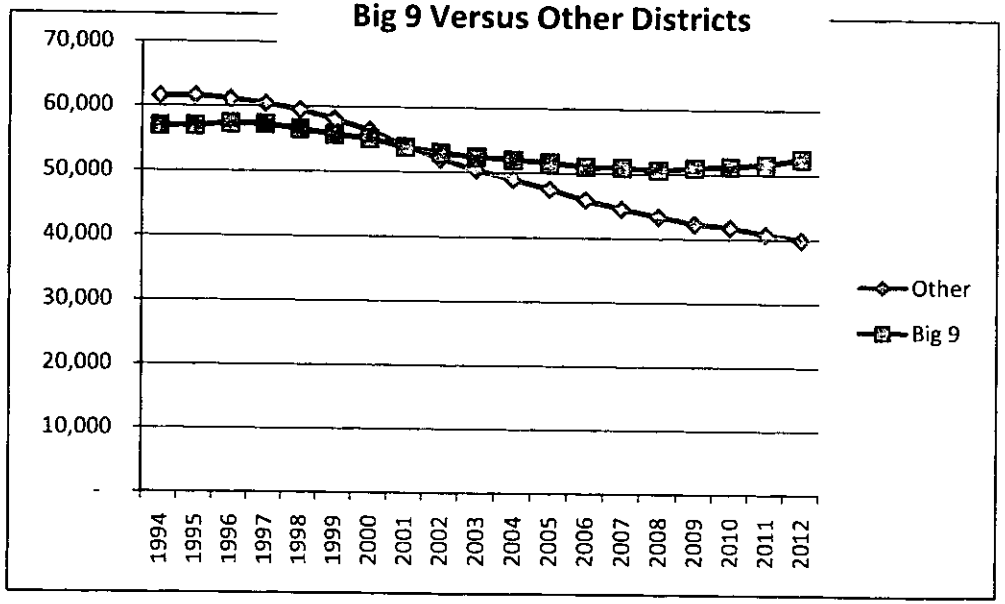
- Northeast Ed Services Cooperative (NESC)
- Roughrider Ed Services Program (RESP)
- Mid-Dakota Ed Cooperative (MDEC)
- Missouri River Ed Cooperative (MREC)
- South East Ed Cooperative (SEEC)
- Red River Valley Ed Cooperative (RRVEC)
- North Central Ed Cooperative (NCEC)
- Great Northwest Ed Cooperative (GNWEC)

The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,778	51,321	93,099
2011	40,798	51,715	92,513
2012	39,918	52,578	92,496





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 1/6/2009

North Dakota Resident Births

County of Residence	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	10 year average
ADAMS	37	23	25	25	26	19	16	23	15	15	18	18	25	17	22	19
BARNES	137	116	128	134	117	136	112	105	102	127	112	113	101	107	100	112
BENSON	124	110	97	127	130	122	135	129	126	134	145	147	153	168	149	141
BILLINGS	9	7	11	8	10	7	6	6	10	8	7	6	8	7	9	7
BOTTINEAU	78	64	60	40	73	49	51	51	45	62	62	62	64	63	65	57
BOWMAN	37	29	27	36	35	34	18	33	28	30	26	30	27	28	38	29
BURKE	27	20	23	17	17	9	17	17	18	19	17	15	18	24	15	17
BURLEIGH	840	896	870	843	878	827	809	881	865	858	918	948	956	1017	1055	913
CASS	1570	1549	1588	1642	1632	1607	1634	1635	1727	1712	1843	1794	1934	2006	2055	1795
CAVALIER	59	55	43	34	49	41	30	35	38	48	34	30	36	37	29	36
DICKEY	71	66	68	56	54	56	59	75	65	71	69	68	76	75	68	68
DIVIDE	21	14	12	20	15	11	12	11	19	15	13	18	13	20	18	15
DUNN	55	47	33	40	34	24	31	31	38	25	33	32	37	28	33	31
EDDY	28	28	29	30	21	32	27	26	21	18	28	21	22	27	27	25
EMMONS	59	56	62	48	48	42	30	29	36	34	38	27	34	29	34	33
FOSTER	43	50	51	33	38	46	40	29	31	33	41	34	50	46	39	39
GOLDEN VALLEY	33	20	33	20	21	16	15	15	19	13	13	17	8	16	11	14
GRAND FORKS	1159	1153	1107	1126	1008	968	835	889	788	859	864	904	883	950	956	890
GRANT	35	21	39	27	25	24	19	17	27	14	10	17	20	22	11	18
GRIGGS	32	28	32	28	28	18	19	20	12	19	19	17	20	23	26	19
HETTINGER	29	25	32	23	20	22	28	18	18	15	17	23	16	17	15	19
KIDDER	31	25	23	25	29	17	27	27	22	24	24	14	29	22	28	23
LAMOURE	47	43	54	38	42	46	24	41	39	49	42	49	47	41	53	43
LOGAN	29	26	27	31	23	26	17	17	23	15	18	14	15	17	17	18
McHENRY	56	56	48	63	61	63	53	56	54	48	57	57	50	49	57	54
McINTOSH	26	42	36	28	31	24	28	32	23	27	18	29	34	20	27	26
McKENZIE	93	71	77	59	84	66	67	70	60	59	54	69	60	64	60	63
McLEAN	94	88	78	83	90	87	94	76	68	68	80	74	78	73	67	77
MERCER	111	92	109	86	80	78	69	74	81	71	67	67	69	93	66	74
MORTON	291	299	311	295	309	313	301	287	284	308	314	307	340	350	367	317
MOUNTRAIL	100	94	95	110	98	75	93	88	97	81	90	117	88	115	108	95
NELSON	38	37	23	22	38	26	21	34	28	28	20	31	17	29	19	25
OLIVER	14	15	15	16	17	13	17	13	17	16	16	16	19	7	24	16
PEMBINA	91	91	120	92	96	73	78	90	79	78	76	71	85	70	84	78
PIERCE	49	45	45	52	58	48	44	39	58	41	46	38	44	32	43	43
RAMSEY	176	164	169	151	156	156	132	144	156	150	135	136	138	154	139	144
RANSOM	59	65	67	65	55	69	56	55	55	63	70	62	69	60	70	63
RENVILLE	23	28	25	21	26	26	18	14	19	33	20	28	20	24	13	22
RICHLAND	219	224	217	214	229	203	206	196	185	227	187	207	213	190	206	202
ROLETTE	303	306	277	300	291	267	247	276	294	264	279	316	305	317	289	285
SARGENT	58	57	48	50	47	50	42	47	60	36	40	41	48	31	44	44
SHERIDAN	12	15	14	11	15	10	9	10	9	10	NR	NR	7	6	11	7
SIOUX	79	74	95	69	99	104	98	99	74	100	107	95	122	118	103	102
SLOPE	12	7	7	7	12	10	7	7	8	12	7	NR	6	0	9	7
STARK	266	319	294	276	267	262	266	249	251	242	269	302	256	265	290	265
STEELE	31	25	27	28	20	20	20	11	14	18	13	17	18	21	13	17
STUTSMAN	280	251	242	215	234	191	234	192	221	199	220	224	218	218	236	215
TOWNER	38	33	34	34	32	21	15	13	17	25	20	16	18	20	16	18
TRAILL	85	95	86	79	114	92	97	78	70	105	81	83	84	95	100	89
WALSH	146	151	152	147	130	159	154	147	131	125	126	109	144	138	139	137
WARD	1019	1036	1004	1025	1026	951	875	856	876	855	903	985	968	968	1003	924
WELLS	48	55	43	41	38	35	45	45	36	39	32	33	35	36	36	37
WILLIAMS	286	279	247	256	232	239	238	218	207	210	213	224	236	246	306	234
Total	8693	8585	8479	8346	8358	7930	7635	7676	7664	7755	7976	8179	8381	8616	8818	8063

Same Text Seven to Seven

Source: Division of Vital Records - ND Department of Health

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
01013 Hettinger 13	472	453	406	385	364	355	347	336	312	282	279
02002 Valley City 2	1,302	1,285	1,260	1,221	1,211	1,205	1,176	1,136	1,094	1,058	1,080
02007 Barnes County North	-	-	-	-	-	-	-	-	-	312	297
02013 Oriska 13	105	95	61	72	68	-	-	-	-	-	-
02046 Litchville-Marion 46	-	-	-	-	-	194	173	179	165	151	135
02052 Litchville 52	101	95	99	94	89	-	-	-	-	-	-
02065 North Central 65	216	204	190	177	158	150	141	144	148	-	-
02082 Wimbledon-Courtenay 82	222	204	176	166	163	152	153	149	150	-	-
03005 Minnewaukan 5	139	134	148	128	117	144	169	181	217	205	211
03006 Leeds 6	234	219	202	183	188	196	183	172	167	159	147
03009 Maddock 9	236	237	233	221	228	213	205	196	183	183	173
03016 Oberon 16	32	56	43	57	50	45	39	44	40	48	62
03029 Warwick 29	255	234	229	212	203	214	192	195	189	223	231
03030 Ft Totten 30	164	175	164	191	185	212	183	171	176	156	149
04001 Billings Co 1	93	81	79	73	73	76	56	50	48	46	42
05001 Bottineau 1	832	801	801	782	797	764	759	712	667	623	649
05013 Willow City 13	102	98	86	71	52	-	-	-	-	-	-
05017 Westhope 17	184	164	167	163	151	146	129	117	117	128	131
05035 Lansford 35	47	52	37	36	32	31	-	-	-	-	-
05054 Newburg-United 54	102	91	85	83	79	80	78	73	73	65	72
06001 Bowman Co 1	473	466	445	424	425	427	407	375	442	434	420
06017 Rhame 17	125	110	96	92	80	73	75	65	-	-	-
06033 Scranton 33	181	181	198	187	176	163	164	150	163	153	139
07014 Bowbells 14	119	122	114	107	102	88	85	76	68	66	64
07027 Powers Lake 27	145	128	128	116	118	115	102	103	118	99	97
07036 Burke Central 36	135	125	114	101	108	91	89	84	87	78	81
08001 Bismarck 1	10,697	10,663	10,476	10,534	10,399	10,370	10,394	10,549	10,650	10,638	10,694
08002 Regan 2	20	14	15	13	9	-	-	-	-	-	-
08025 Naughton 25	7	4	5	5	5	5	5	11	3	7	3
08028 Wing 28	77	71	75	76	77	90	81	84	90	92	97
08029 Baldwin 29	13	14	14	19	22	26	21	17	19	24	12
08033 Menoken 33	39	34	34	30	21	19	18	12	12	18	20
08034 McKenzie 34	9	6	6	-	-	-	-	-	-	-	-
08035 Sterling 35	41	34	37	39	43	38	29	33	38	28	22
08036 Driscoll 36	35	29	19	-	-	-	-	-	-	-	-
08039 Apple Creek 39	46	48	45	42	49	44	51	51	55	58	64
08045 Manning 45	16	12	12	6	4	5	4	4	5	8	6
09001 Fargo 1	11,685	11,556	11,382	11,223	11,095	11,142	11,151	10,747	10,646	10,493	10,449
09002 Kindred 2	721	732	726	706	712	688	720	675	691	668	669
09004 Maple Valley 4	227	203	212	203	199	264	256	262	261	269	248
09006 West Fargo 6	4,867	4,914	5,025	5,112	5,207	5,372	5,461	5,677	5,901	6,179	6,567
09007 Mapleton 7	105	102	111	113	105	96	87	76	67	64	77

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
09017 Central Cass 17	804	818	826	853	841	835	827	821	822	793	799
09080 Page 80	156	154	148	136	129	126	106	107	98	87	82
09097 Northern Cass 97	448	462	485	473	457	461	482	486	505	513	512
10014 Border Central 14	44	31	32	30	33	28	26	-	-	-	-
10019 Munich 19	151	160	155	133	126	117	112	108	106	97	88
10023 Langdon Area 23	679	639	640	553	548	496	483	472	449	424	391
11040 Ellendale 40	417	427	390	388	374	363	355	358	358	351	349
11041 Oakes 41	547	568	555	525	519	527	545	522	527	502	488
12001 Divide County 1	391	363	332	313	302	299	280	265	237	233	228
13008 Dodge 8	72	65	51	58	47	36	30	19	15	-	-
13016 Killdeer 16	381	376	364	359	365	403	397	383	360	359	377
13019 Halliday 19	105	104	93	78	79	34	28	30	28	33	26
13037 Twin Buttes 37	51	58	49	54	46	56	41	41	44	37	35
14001 New Rockford 1	408	395	373	385	397	386	389	375	-	-	-
14002 New Rockford-Sheyenne 2	-	-	-	-	-	-	-	-	421	385	353
14012 Sheyenne 12	169	177	145	141	115	91	103	93	-	-	-
15006 Hazelton-Moffit-Braddock 6	179	177	161	141	142	146	144	143	137	145	138
15010 Bakker 10	12	12	10	7	8	6	7	5	4	4	8
15012 Union 12	5	5	5	8	5	4	-	-	-	-	-
15015 Strasburg 15	249	235	233	225	207	193	184	172	161	156	146
15036 Linton 36	378	372	375	379	377	375	343	339	326	313	329
16010 Carrington 10	763	755	706	688	651	643	614	-	-	-	-
16049 Carrington 49	-	-	-	-	-	-	-	647	616	583	573
17003 Beach 3	412	377	392	366	341	336	325	300	289	281	272
17006 Lone Tree 6	50	54	55	52	51	45	42	41	33	28	30
18001 Grand Forks 1	8,701	8,559	8,351	8,084	8,008	7,899	7,634	7,453	7,316	7,192	6,979
18044 Larimore 44	593	613	583	583	573	541	522	528	489	472	461
18061 Thompson 61	555	527	518	502	481	438	428	413	425	426	391
18125 Manvel 125	222	212	192	186	176	154	151	142	147	137	132
18127 Emerado 127	146	151	116	114	98	104	113	68	67	67	75
18128 Midway 128	360	349	328	324	323	298	271	264	257	255	237
18129 Northwood 129	372	359	359	331	315	311	318	315	295	248	225
19018 Roosevelt 18	151	151	141	137	124	113	147	153	135	117	103
19049 Elgin-New Leipzig 49	283	268	248	260	244	242	173	164	169	169	152
20007 Midkota 7	234	230	210	179	168	150	147	140	118	118	106
20018 Griggs County Central 18	396	381	355	348	341	335	336	322	297	289	286
21001 Mott-Regent 1	-	-	-	-	-	294	288	274	248	242	234	217
21006 Mott 6	242	254	235	225	-	-	-	-	-	-	-
21009 New England 9	273	246	230	220	199	190	192	170	169	152	143
21014 Regent 14	108	109	98	96	-	-	-	-	-	-	-
22001 Kidder County 1	-	-	-	-	-	-	-	-	-	-	393
22011 Pettibone-Tuttle 11	41	33	24	22	18	15	10	9	6	-	-

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
22014 Robinson 14	13	12	14	13	10	8	9	11	7	4	7
22020 Tuttle-Pettibone 20	85	83	75	67	58	49	38	28	23	-	-
22026 Steele-Dawson 26	266	252	263	279	274	276	287	292	282	312	-
22028 Tappen 28	127	132	121	119	110	105	107	95	90	81	-
23003 Edgeley 3	282	276	271	274	260	243	236	221	216	215	210
23007 Kulm 7	171	161	157	156	131	136	134	120	121	105	96
23008 LaMoure 8	381	408	396	375	363	349	326	330	321	327	307
23009 Marion 9	127	113	109	114	108	-	-	-	-	-	-
23011 Verona 11	86	74	72	61	50	47	29	-	-	-	-
24002 Napoleon 2	268	267	266	255	244	236	245	232	245	234	235
24056 Gackle-Streeter 56	209	197	176	165	153	127	116	103	101	93	93
25001 Velva 1	483	470	467	447	454	434	430	422	410	403	390
25014 Anamoose 14	107	102	96	92	83	81	80	95	79	68	65
25057 Drake 57	166	164	152	157	141	138	136	123	129	103	101
25060 TGU 60	443	437	411	368	373	385	383	366	344	330	319
26004 Zeeland 4	61	60	65	56	60	65	58	55	52	48	43
26009 Ashley 9	222	214	203	189	185	172	167	153	148	127	120
26019 Wishek 19	285	276	264	267	266	257	230	249	230	216	211
27001 McKenzie Co 1	681	669	657	635	617	585	579	549	539	533	520
27002 Alexander 2	128	109	105	86	80	68	49	46	41	50	56
27014 Yellowstone 14	84	84	82	64	54	47	48	48	47	51	45
27018 Earl 18	8	4	10	6	7	5	5	8	3	-	-
27019 Bowline Butte 19	3	2	2	4	6	4	3	-	-	-	-
27032 Horse Creek 32	7	7	4	10	10	6	5	6	6	6	5
27036 Mandaree 36	246	238	232	230	190	198	191	208	174	173	188
28001 Montefiore 1	291	280	233	222	218	207	203	217	216	211	227
28004 Washburn 4	468	456	409	391	375	336	314	305	305	280	260
28008 Underwood 8	339	307	273	248	230	226	211	206	210	196	184
28050 Max 50	177	169	168	181	179	170	166	156	145	158	152
28051 Garrison 51	435	403	362	363	369	351	354	340	331	322	327
28072 Turtle Lake-Mercer 72	214	209	207	207	200	191	182	173	166	168	158
28085 White Shield 85	167	165	164	145	145	140	123	121	124	119	128
29003 Hazen 3	892	876	808	793	769	735	704	652	640	623	625
29020 Golden Valley 20	76	64	71	63	55	50	40	46	37	-	-
29022 Stanton 22	105	101	93	95	87	47	-	-	-	-	-
29027 Beulah 27	1,058	1,041	1,021	981	915	862	812	761	726	719	708
30001 Mandan 1	3,682	3,621	3,495	3,424	3,351	3,250	3,263	3,165	3,144	3,110	3,143
30004 Little Heart 4	33	30	28	27	32	25	23	25	16	11	12
30007 New Salem 7	398	389	397	372	354	373	378	340	329	310	309
30008 Sims 8	37	35	35	38	39	34	24	20	20	13	-
30013 Hebron 13	212	200	196	190	171	168	147	164	162	166	174
30017 Sweet Briar 17	15	12	7	9	12	10	11	9	9	11	8

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
30039 Flasher 39	290	263	251	234	231	221	223	211	220	209	203
30048 Glen Ullin 48	256	251	235	213	210	212	193	197	173	157	140
31001 New Town 1	758	765	745	749	761	772	726	731	707	737	710
31002 Stanley 2	449	429	425	406	376	363	340	340	350	367	395
31003 Parshall 3	327	314	328	289	302	307	282	276	270	276	265
31137 Plaza 137	67	68	24	26	26	-	-	-	-	-	-
32001 Dakota Prairie 1	455	418	399	343	324	325	314	292	273	276	258
32066 Lakota 66	290	292	295	270	264	257	243	232	217	218	204
33001 Center-Stanton 1	-	-	-	-	-	-	281	265	255	237	208
33018 Center 18	334	320	282	270	248	250	-	-	-	-	-
34001 Pembina 1	151	155	156	149	149	138	154	-	-	-	-
34006 Cavalier 6	667	660	633	623	555	521	538	510	431	454	417
34012 Valley 12	174	163	164	159	158	151	161	160	162	159	157
34019 Drayton 19	252	237	248	229	209	189	178	153	144	133	129
34027 Walhalla 27	355	332	301	306	314	300	298	-	-	-	-
34043 St Thomas 43	131	129	124	132	141	135	130	105	119	115	92
34055 Neche 55	137	129	121	102	102	104	86	-	-	-	-
34100 North Border 100	-	-	-	-	-	-	-	485	477	467	452
35001 Wolford 1	56	68	66	73	60	58	49	48	46	56	49
35005 Rugby 5	757	743	665	647	605	587	560	546	528	569	561
36001 Devils Lake 1	2,042	2,038	2,010	1,976	1,906	1,866	1,865	1,810	1,756	1,695	1,640
36002 Edmore 2	139	136	113	114	101	93	90	80	79	83	76
36044 Starkweather 44	133	140	121	113	113	100	92	95	87	83	84
37002 Sheldon 2	56	57	44	44	40	33	27	25	21	-	-
37006 Ft Ransom 6	31	29	24	18	20	23	12	16	23	25	25
37010 Salund 10	7	7	6	4	-	-	-	-	-	-	-
37019 Lisbon 19	700	694	690	661	662	646	636	640	641	651	643
37022 Enderlin 22	392	373	352	349	339	340	311	308	305	-	-
37024 Enderlin Area 24	-	-	-	-	-	-	-	-	-	318	304
38001 Mohall-Lansford-Sherwood 1	-	-	-	-	-	-	345	332	317	319	327
38002 Sherwood 2	143	130	130	118	106	106	-	-	-	-	-
38009 Mohall 9	297	280	269	256	248	230	-	-	-	-	-
38026 Glenburn 26	326	324	320	297	302	293	279	291	260	259	248
39005 Mantador 5	23	24	22	19	11	11	-	-	-	-	-
39008 Hankinson 8	345	344	318	325	328	329	320	318	312	309	305
39018 Fairmount 18	144	147	134	132	126	106	108	108	125	123	120
39028 Lidgerwood 28	280	272	251	233	236	227	211	197	196	190	195
39037 Wahpeton 37	1,650	1,580	1,586	1,507	1,519	1,494	1,409	1,378	1,295	1,266	1,208
39042 Wyndmere 42	355	338	313	297	280	265	257	242	242	220	213
39044 Richland 44	324	326	320	308	309	304	335	327	317	315	296
40001 Dunseith 1	512	563	547	548	523	484	448	405	423	408	398
40003 St John 3	317	285	282	286	294	295	303	313	315	301	307

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
40004 Mt Pleasant 4	210	199	349	333	331	322	315	281	259	251	237
40007 Belcourt 7	1,897	1,850	1,762	1,766	1,763	1,727	1,686	1,683	1,625	1,607	1,627
40029 Rolette 29	218	216	216	217	192	185	182	173	168	160	146
41002 Milnor 2	306	322	337	305	294	311	291	293	292	275	266
41003 North Sargent 3	200	203	187	193	198	190	204	226	234	229	232
41006 Sargent Central 6	359	347	349	334	321	306	303	285	273	255	242
42016 Goodrich 16	71	65	62	54	55	51	47	44	41	37	38
42019 McClusky 19	150	140	135	118	113	111	99	94	102	95	99
43003 Solen 3	216	197	195	173	153	146	160	171	157	151	159
43004 Ft Yates 4	240	201	192	168	136	227	212	223	198	159	141
43008 Selfridge 8	91	82	74	69	58	70	90	42	44	50	50
44012 Marmarth 12	23	18	15	10	10	12	10	9	10	12	12
44014 Sheets 14	5	5	9	6	6	7	2	-	-	-	-
44032 Central Elem 32	13	7	11	12	11	9	4	4	6	4	3
45001 Dickinson 1	3,045	3,012	2,906	2,755	2,717	2,670	2,626	2,592	2,599	2,519	2,467
45009 South Heart 9	296	274	274	267	257	251	247	244	236	227	233
45013 Belfield 13	350	318	308	274	258	233	235	211	204	216	217
45034 Richardton-Taylor 34	336	342	316	311	301	286	280	271	256	237	243
46010 Hope 10	180	156	154	147	145	146	140	133	120	116	112
46019 Finley-Sharon 19	186	184	181	175	164	178	186	173	171	169	166
47001 Jamestown 1	2,685	2,635	2,671	2,589	2,542	2,477	2,419	2,346	2,237	2,194	2,166
47003 Medina 3	199	192	170	168	151	159	157	154	160	149	157
47010 Pingree-Buchanan 10	136	141	163	163	156	155	159	163	156	151	148
47014 Montpelier 14	152	140	121	108	116	99	108	95	111	108	101
47019 Kensal 19	98	87	93	81	66	61	63	55	50	43	45
47026 Spiritwood 26	12	13	14	14	11	7	15	18	10	-	-
48002 Bisbee-Egeland 2	130	125	111	99	93	85	78	69	56	43	-
48008 Southern 8	344	302	308	295	278	259	224	208	204	193	-
48010 North Star 10	-	-	-	-	-	-	-	-	-	-	249
48028 North Central 28	98	89	78	72	69	69	69	76	62	61	52
49003 Central Valley 3	325	323	311	307	288	277	291	274	263	248	226
49007 Hatton 7	272	283	270	250	257	253	241	240	221	221	216
49009 Hillsboro 9	510	480	476	444	426	426	406	410	405	404	406
49014 May-Port CG 14	707	691	664	618	618	600	593	583	565	564	548
50003 Grafton 3	1,138	1,095	1,010	958	911	907	953	947	895	912	864
50005 Fordville-Lankin 5	-	-	-	-	-	-	-	103	94	83	86
50020 Minto 20	286	263	260	228	238	222	238	231	236	211	219
50039 Lankin 39	71	71	63	57	56	58	47	-	-	-	-
50051 Nash 51	28	29	27	27	25	17	19	15	18	10	9
50078 Park River 78	484	485	454	445	429	413	418	404	415	425	418
50079 Fordville 79	94	86	97	96	86	79	84	-	-	-	-
50106 Edinburg 106	179	170	144	148	138	138	136	128	122	107	102

K-12 Public School Enrollment Count by District

Sum of K12 Enr	SchoolYear										
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
50128 Adams 128	116	119	113	92	91	95	76	75	67	53	56
51001 Minot 1	7,531	7,493	7,175	6,953	6,905	6,753	6,639	6,476	6,411	6,243	6,451
51004 Nedrose 4	265	259	248	245	246	253	260	239	224	209	190
51007 United 7	702	680	673	655	618	602	574	563	545	555	539
51010 Bell 10	137	136	129	145	142	151	148	147	157	151	-
51016 Sawyer 16	182	169	165	160	152	132	126	123	134	130	127
51019 Eureka 19	12	9	16	11	21	13	9	11	10	8	8
51028 Kenmare 28	389	380	364	347	318	296	288	273	283	277	276
51041 Surrey 41	480	476	439	425	419	395	364	352	332	327	339
51054 Berthold 54	210	218	215	214	215	-	-	-	-	-	-
51070 South Prairie 70	137	133	136	142	154	151	153	146	141	140	148
51158 North Shore 158	111	108	121	111	112	-	-	-	-	-	-
51161 Lewis and Clark 161	-	-	-	-	-	383	398	383	370	358	357
52025 Fessenden-Bowdon 25	310	289	272	252	237	225	191	184	186	159	143
52035 Pleasant Valley 35	30	27	25	22	17	21	20	16	16	13	11
52038 Harvey 38	604	590	556	533	517	490	448	464	436	417	412
52039 Sykes 39	89	85	72	79	79	72	56	-	-	-	-
53001 Williston 1	2,629	2,499	2,493	2,461	2,345	2,204	2,169	2,157	2,136	2,110	2,184
53002 Nesson 2	230	208	198	194	179	173	163	158	159	161	164
53006 Eight Mile 6	191	191	201	209	219	232	219	230	225	208	194
53008 New 8	247	247	224	211	224	220	228	204	202	222	206
53015 Tioga 15	379	346	311	294	280	257	245	244	234	252	261
53091 Wildrose-Alamo 91	68	65	62	53	49	50	40	37	-	-	-
53099 Grenora 99	97	87	75	73	65	62	61	49	53	62	72
Grand Total	113,315	111,116	108,089	105,217	103,013	101,137	99,324	97,120	95,600	94,057	93,406
District Count	221	221	221	219	217	211	206	198	195	192	187

Same given to Senate

Special Education Services for Students with Disabilities in North Dakota

2009 ND Legislative Assembly Appropriations Committee

There's been a well-documented decline in North Dakota's overall K-12 student enrollment for many years. As has been shared with you during the last several legislative sessions, a large number of children and youth continue to be identified as having disabilities and who require special education and related services. Special Education Child Count Data from 1999 through last school year is displayed in the following chart.

Comparison by Disability for Dec. 1999 through Dec. 2007

Disability	Dec 1999	Dec 2000	Dec 2001	Dec 2002	Dec 2003	Dec 2004	Dec 2005	Dec 2006	Dec 2007
Autism	112	135	160	197	240	278	320	375	444
Deaf	43	38	38	35	0	2	0	0	0
Deaf/Blind	3	4	4	4	1	2	2	12	8
Emotional Disturbance	973	1,037	1,096	1,123	1,193	1,278	1,127	1,087	1,054
Hearing Impairment	111	106	102	102	147	137	139	126	109
Mental Retardation	1,241	1,246	1,200	1,169	1,142	1,092	970	975	906
Non-Categorical Delay 3-5	216	271	305	325	397	423	451	504	567
Non-Categorical Delay 6-9		49	132	223	260	361	433	517	555
Other Health Impairment	542	640	781	960	1,086	1,236	1,296	1,388	1,417
Orthopedic Impairment	177	158	159	158	137	182	148	132	124
Speech Impairment	4,416	4,251	4,204	4,262	4,301	4,619	4,307	4,245	4,032
Specific Learning Disability	5,686	5,620	5,353	5,247	5,043	4,973	4,594	4,387	4,307
Traumatic Brain Injury	31	35	33	35	41	46	51	32	37
Visual Impairment	61	60	63	61	56	52	45	45	46
TOTAL	13,612	13,650	13,630	13,901	14,044	14,681	13,883	13,825	13,606

A brief review of these figures indicates relative stability in some disability categories such as Traumatic Brain Injury and Orthopedic Impairment. Some disability categories have shown decreased numbers, e.g., Specific Learning Disability, Speech Impairment, and Mental Retardation. However, there are noticeable increases in other categories, most noticeably Autism, Other Health Impairment, and Non-Categorical Delay. Overall, we are serving almost the same number of students in special education as we were in 1999 despite an approximate decrease of 18% in the overall student population.

Since the 2007 North Dakota Legislative Assembly our state has implemented the provisions contained in the final regulations of the most recent reauthorization of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. The Department of Public Instruction and the schools of North Dakota are increasingly focused on accountability in special education. Performance indicators have been established to measure the effectiveness of schools in meeting identified goals. Examples of these measures of performance include:

- The percent of youth with disabilities graduating from high school with regular diplomas;
- The percent of children with Individualized Education Programs (IEPs) who receive their education in the least restrictive environment;

- The percent of youth who had IEPs who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school.

This publicly reported information about how our State and the school districts in our State are striving to achieve rigorous special education performance targets is evidence of a shift towards accountability based on outcome measures. In many ways, there is a growing alignment with similar expectations for general education.

The 2007 North Dakota Legislative Assembly enacted major changes in the funding formula for education in our state. Prior to the last legislative session, the Department of Public Instruction had conducted a major study of special education funding in North Dakota. A number of recommendations resulting from that study were incorporated into Senate Bill 2200. From the perspective of the Department of Public Instruction, the results have been very helpful for schools in providing special education services for students with disabilities. Combining special education per student payments with regular per student payments and increasing the overall funding has had a positive impact and has helped offset the high percentage of local funding support. The shortfall in state funding for reimbursing school districts for special education student contracts that was so problematic in prior years has been effectively eliminated. The newly enacted formula guarantees state reimbursement of a contract when the cost exceeds 4.5 times the state average cost of education per student. After the first year of the current biennium, the estimated amount of funding for student contracts was higher than the amount actually requested for reimbursement by school districts. The North Dakota Commission on Education Improvement recommends that the biennial appropriation for 2009-2011 be placed at $15,500,000. The Commission also recommends a reduction in the multiplier from 4.5 times to 4 times the cost of education for the first year of the biennium (2009-2010).

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
FEBRUARY 26, 2009

by Dr. Wayne G. Sanstead, State Superintendent
(701) 328-4570
Department of Public Instruction

Mr. Chairman and members of the Senate Appropriations committee:

My name is Dr. Wayne Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to provide information regarding HB 1013.

Let me begin by applauding the actions of the first half of the 61st Legislative Assembly for accomplishing the long-term goal of increasing the state's share of education funding to 70 percent. Not only will this provide welcome school property tax relief to North Dakota citizens, your continued actions will also give school districts additional resources needed to increase student achievement. I am also very pleased with legislative support for many of the education measures proposed by the Commission on Education Improvement. With these advancements, there is a clear expectation to accurately measure performance change and to ensure proper administration and oversight of public funds, as well as assuring the public trust in our state education system.

Legislative adoption of the Commission on Education Improvement (CEI) recommendations will significantly impact DPI's personnel and operational costs, specifically re-calculation and monitoring of funding formulas; monitoring of district professional development plans; monitoring of student performance strategists; integration of the career advisors concept into the school counseling program; increasing district accreditation requirements for career interest inventories; increasing requirements for interim assessments; and the creation of standards for pre-kindergarten and issuance of a high school diploma with merit scholarships based on course completion.

If DPI is to adequately monitor the K-12 education system, provide governance controls, finance structures, and insure accountability for results, it is imperative that we are sufficiently staffed to meet legislative expectations.

The House removed DPI's budget request for 3 general-funded FTEs. Two of the proposed positions are necessary to meet expanded school approval and accreditation requirements; the third position was requested to integrate the newly proposed school counselor accreditation requirements. I request that you restore these three, much-needed general-funded positions for DPI to fulfill the work required by the Commission on Education Improvement, as outlined in HB 1400.

If we are to be successful in establishing a balanced, practical and adequate education and accountability system, we must continue our measures of student achievement through the process of content standards-setting and the further development of challenging performance standards. We must continue the development of a uniform, statewide accountability system that looks to what is learned as the true measure of a school's performance. To that end, we ask that you fund our original budget request for an increase of $1 million for student assessments.

Other major agency initiatives that are reflected in our 2009-11 budget request include:

- development of a statewide educational data system (SLEDS) to provide data analysis tools to ND school district personnel, legislators, researchers, students and parents. The system will better enable the department to identify promising instructional practices, improve student achievement, and reduce achievement gaps among student groups;
- furtherance of joint agreements among districts, regional education associations, and other professional associations and consortia that allow districts to share both human and material resources;
- review and alignment of challenging student content and achievement standards among all education systems to assist students transitioning from high school to college or work;
- expansion of adult learning centers to address at-risk, non completing high school students. Non-graduates represent a tremendous waste of human potential and productivity. Because of projected workforce shortages in North Dakota, we must ensure that all of our students are productive members of society.

North Dakota is faced with continued declining demographic challenges and teacher shortages. North Dakota's recent economic growth offers young people great opportunities, but many of our graduating students lack in college and work preparedness – especially in science, technology, engineering and mathematics.

Employers expect capable and competent employees, skilled in communications, writing, problem solving, teamwork and decision-making. Our North Dakota students cannot afford to fall behind in achievement if they are to compete in a global economy and enjoy a prosperous future. We owe them a quality education that is adequately funded and available to all – including students in the most rural areas of our state. During floor debate on HB 1400, Rep. Phillip Mueller of Valley City was quoted in the Friday, February 20 edition of the Bismarck Tribune as saying that we needed to "raise the bar;" Rep. Jim Kasper of Fargo was quoted as saying "despite increased funding for education, North Dakota high school graduates are going to college and taking remedial English and math ..... it's time we realized what the problem is: lack of accountability in a lot of places."

In order to fulfill our mission ***to insure a uniform, statewide system for effective learning,*** my office promotes the provision of a quality education through the school improvement process and provides leadership in the promotion of programs designed to benefit the intellectual development, mental health, social adjustment and physical well-being of all North Dakota citizens. My staff reviewed demographic, economic, technological and political trends in the development of our strategic plan. We have reviewed other state plans and national objectives for P-16 education and we continue to collaborate with the P-20 Agency Group, representing state educational boards committed to helping students respond to critical workforce needs. Other highlights of our plan include:

- continued development of challenging content performance standards to inform teaching and learning;
- assurance of optimal long-distance cooperative learning opportunities through increased networking telecommunications, and shared faculty and courses within regional education associations and statewide teacher centers;
- continued insistence on highly qualified teachers with provisions for greater flexibility regarding alternative means of achieving or demonstrating competency, and
- continued support of increased compensation for all teachers, administrators, and educational support staff members.

In closing, let me say I believe that an investment in education is an investment in our children. DPI's budget initiatives, along with passage of many of the CEI recommendations, will help insure that this investment in their future is successful.

Mr. Chairman, this concludes my remarks on DPI's agency budget. I will now address Section 15 of HB 1013: FUTURE SERVICES PLAN AND IMPLEMENTATION – SCHOOL FOR THE DEAF

Section 15 of HB 1013, as stated, is impossible to carry out. The intent language originated in HB 1064 and included $100,000 for service plan development. Section 15 language in HB 1013 does not include funding a services plan, yet has a beginning implementation date of July 1, 2009. I do not have the staff necessary to develop the plan, as described in 1013, nor to provide oversight of its implementation. Adoption of a plan that is acceptable to all parties responsible for plan development needs facilitation and a means to deal with conflict resolution. In order to successfully implement a plan, I need adequate resources, including money to hire consultants and attorneys to provide legal advice, and time to implement a final, approved plan. Because of constitutional considerations, I assume changes to the school's mission will need legislative approval. There also needs to be a clear statement of DPI's authority in order to implement and develop a services plan.

Also, I am requesting that you amend HB 1013 to include the following action: Restore the one-half FTE, salary and operational costs totaling $52,362 that originated in HB 1078. Funding is necessary to carry out federal mandates for Vision Services – School for the Blind to serve as the national instructional materials accessibility center. The new duties would require Vision Services to convert materials to alternate formats for additional numbers of individuals with print disabilities. Language pertaining to the changed mission of Vision Services – School for the Blind would remain in HB 1078.

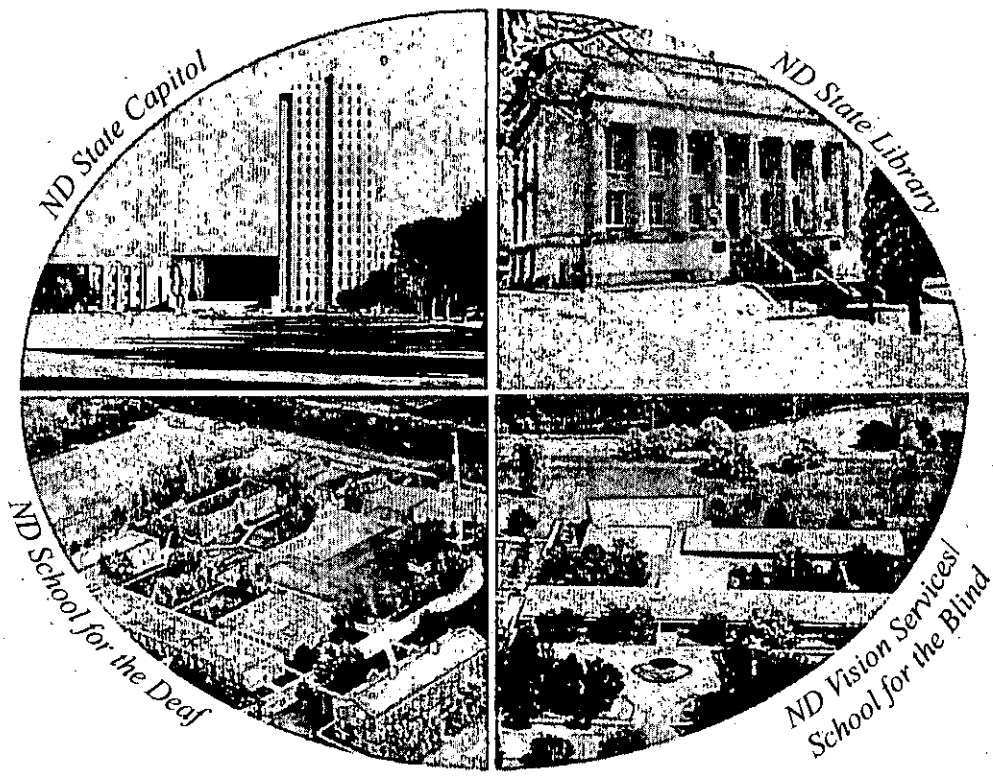
In addition, I am requesting that you amend HB 1013 to restore the appropriation provided in the failed HB 1172. HB 1172 included a much needed increase in appropriation for adult basic and secondary education programs. The original appropriation totaled $2,750,000. The House defeated the bill but included $500,000 in HB 1013 – far short of the critical funding requested in the bill. There will be further testimony concerning this program this morning.

Mr. Chairman, this completes my testimony. Following any questions, I will turn the podium over to Bonnie Miller, my administrative services director for a fiscal overview of HB1013.

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee



February 26, 2009

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http://www.dpi.state.nd.us

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE

Thursday, February 26, 2009

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

Administrative Funding – *Bonnie Miller* ***Page 1***

Optional Adjustments (Part I) – *Bonnie Miller* ***Page 23***

- **(1) General Fund Operating Increase**
- **(2) Child Nutrition State Match Dollars**
- **(3) Standards-Based Assessments**
- **(4) MIS – STARS Maintenance**
- **(5) English Language Learner Administration**
- **(6) English Language Proficiency Assessment**
- **(7) School Approval & Accreditation Unit**
- **(8) MIS Unit Salary**
- **(9) School Health Unit Salary**
- **(10) Indian Education Advisory Council**
- **(11) Career Planning Initiative**
- **(12) Teacher of the Year Program**
- **(13) Adult Education**

See testimony 3-5-09 with exception to new page - Resume

Demographics & School Organization Update – *Bob Marthaller & Jerry Coleman* ***Page 37***

Special Education Services – *Bob Rutten* ***Page 45***

State Library – *Doris Ott & Cindy Larson*

School for the Deaf – *Dennis Fogelson & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

UND – Center for Innovation / Youth Entrepreneurship Education – *Barry Striegel*

Pass-Through Grants (Part II) – *Bonnie Miller* ***Page 31***

- **(14) Atlantik-Brucke Teacher Exchange** – *Jon Martinson*
- **(15) Education Standards & Practices Board** – *Janet Welk*
- **(16) Geographic Alliance** - *MarilynWeiser*
- **(17) Governor's School** – *Lonnie Hass*
- **(18) ND LEAD Consortium** – *Jim Stenhjem*
- **(19) North Dakota Museum of Art** – *Matt Wallace*
- **(20) Teacher Center Network** – *Marty Odermann-Gardner*
- **(21) Northern Plains Writing Project** – *Dr. Robert Kibler*
- **(22) Red River Valley Writing Project** – *Dr. Robert Kibler*
- **(23) North Central Council of School Television** – *Beverly Pearson*
- **(24) North Dakota Early Learning Council** – *Bonnie Miller*

Department of Public Instruction (201)
Line Item Overview for the Senate Appropriations Committee
February 26, 2009

Line Item	2005-2007 Expenditures	2007-2009 Current Budget	2009-2011 Requested Increase (Dec)	% Change	2009-2011 Requested Budget	2009-2011 Recommendation Increase (Decr)	% Change	2009-2011 Executive Recommendation		2009-2011 House Version	
Salaries and Wages	$ 9,713,932.00	$ 11,573,691.00	$ 272,610.00	2.4%	$ 11,846,301.00	$ 2,125,310.00	18.4%	$ 13,699,001.00	1	$ 12,746,140.00	a
Operating Expenses	$ 15,935,381.00	$ 20,264,094.00	$ 9,820,000.00	48.5%	$ 30,084,094.00	$ 10,727,892.00	52.9%	$ 30,991,986.00	2	$ 30,980,594.00	b
Grants-State School Aid	$ 510,067,660.00	$ 726,165,879.00	$ 110,960,000.00	15.3%	$ 837,125,879.00	$ 110,960,000.00	15.3%	$ 837,125,879.00	3	$ 826,965,879.00	c
Grants-Tuition Apportionment	$ 71,270,531.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -			
Grants-Special Education	$ 52,500,000.00	$ 17,500,000.00	$ (2,000,000.00)	-11.4%	$ 15,500,000.00	$ (2,000,000.00)	-11.4%	$ 15,500,000.00	4	$ 15,500,000.00	
Grants Revenue Supplement	$ 5,000,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -			
Grants-Transportation	$ -	$ 33,500,000.00	$ 5,000,000.00	14.9%	$ 38,500,000.00	$ 5,000,000.00	14.9%	$ 38,500,000.00	5	$ 38,500,000.00	
Grants-Other Grants	$ 227,101,436.00	$ 227,701,806.00	$ 15,844,915.00	7.0%	$ 243,546,721.00	$ 16,463,915.00	7.2%	$ 244,165,721.00	6	$ 242,531,721.00	d
Grants-Teacher Compensation	$ 50,912,120.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -			
Reorganization Bonuses	$ 759,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -			
Education Association Payments	$ 1,000,000.00	$ -	$ -	0.0%	$ -	$ -	0.0%	$ -			
Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	0.0%	$ 30,000.00	$ -	0.0%	$ 30,000.00		$ 30,000.00	
National Board Certification	$ 16,000.00	$ 40,000.00	$ -	0.0%	$ 40,000.00	$ 55,000.00	137.5%	$ 95,000.00	7	$ 95,000.00	
Totals	$ 944,306,060.00	$ 1,036,775,470.00	$ 139,897,525.00	13.5%	$ 1,176,672,995.00	$ 143,332,117.00	13.8%	$ 1,180,107,587.00		$ 1,167,349,334.00	
By Funding Source											
General Funds	$ 629,725,694.00	$ 710,423,275.00	$ 107,427,444.00	15.10%	$ 817,850,719.00	$ 109,879,166.00	15.5%	$ 820,302,441.00		$ 807,314,971.00	
Federal Funds	$ 242,261,850.00	$ 248,836,139.00	$ 23,176,284.00	9.30%	$ 272,012,423.00	$ 24,158,949.00	9.7%	$ 272,995,088.00		$ 272,424,305.00	
Special Funds	$ 72,318,516.00	$ 77,516,056.00	$ 9,293,797.00	12.00%	$ 86,809,853.00	$ 9,294,002.00	12.0%	$ 86,810,058.00		$ 87,610,058.00	
Totals	$ 944,306,060.00	$ 1,036,775,470.00	$ 139,897,525.00	13.50%	$ 1,176,672,995.00	$ 143,332,117.00	13.8%	$ 1,180,107,587.00		$ 1,167,349,334.00	
Total FTE	92.75	94.75	4.0	4.20%	96.75	5.0	5.3%	99.75		96.75	

1 DPI has requested 5 additional FTEs. 2 FTEs are federal funded and 3 are general funded. The 3 general funded positions are included in the Executive Recommendation. This increase reflects the request for the additional FTEs and also staff increases calculated in the BARS system.
2 The increase in operating is for a $9,000,000 federal longitudinal data grant DPI anticipates, optional requests, and inflationary increases.
3 Increase in general funds for the state school aid program. This full amount was included in the Executive Budget Recommendation.
4 Decrease in the special education contract line paid for by general funds.
5 Increase in transportation grants from the general fund. This full amount was included in the Executive Budget Recommendation
6 Other Grants line has increased for general funds because of the flow thru grants. In addition, federal funding for grants has also increased.
7 Increase in general funds for ESPB to pay teacher certification scholarships and stipends for national board certification. This full amount was included in the Executive Budget Recommendation

a The House Appropriations Committee removed the 3.00 new General Funded FTEs that were in the Executive Recommendation
b The House Appropriations Committee removed the 3.00 FTEs and in addition the small amount of Operating Expense that was included with the optional package request
c The House Appropriations Committee removed $10,560,000 from the State School Aid line and added $400,000 for Gifted & Talented
d The House Appropriations Committee included additional funds for the Flow Thru Grants

Department of Public Instruction 201
2007-2009 One Time Appropriations

Foundation Aid Contingency Line (SB2013 Section 28)			
Activity	Budget	Amount Paid	Amount Remaining
English Language Learner Grants to Districts	$ 450,000.00	$ 450,000.00	$ -
Minimum Payments 2007-09 (in the state aid formula)	$ 600,000.00	$ -	$ 600,000.00
Transportation Grants(w/ State Aid)	$ 2,000,000.00	$ -	$ 2,000,000.00
Regional Education Association (REA) 2007-2009 Grants (in the state aid formula)	$ 1,000,000.00	$ 920,000.00	$ 80,000.00
Regional Education Association 2005-07 (955,000 Grants) & 2007-09 ($45,000 & Teacher Mentoring Grants)	$ 1,000,000.00	$ 979,442.57	$ 20,557.43
Division of Independent Study	$ 30,000.00	$ 30,000.00	$ -
ND Museum of the Arts	$ 15,000.00	$ 15,000.00	$ -
ND Commission on Ed Improvement	$ 200,000.00	$ 172,157.92	$ 27,842.08
Education Standards & Practices Board - National Board Certification	$ 77,000.00	$ 77,000.00	$ -
Adult Education Programs	$ 200,000.00	$ 189,674.35	$ 10,325.65
Automated External Defibrillator Purchase for Schools	$ 400,000.00	$ 399,972.73	$ 27.27
North Central Council of School Television Grant	$ 395,000.00	$ 395,000.00	$ -
Foundation Aid Computer System Rewrite	$ 500,000.00	$ 343,860.79	$ 156,139.21
Education Standards & Practices Board Teacher Licensure Computer System Rewrite	$ 650,000.00	$ 599,491.14	$ 50,508.86
Educational Leadership Grant	$ 90,000.00	$ 90,000.00	$ -
ND School Boards-Atlantik-Brucke Exchange Study	$ 50,000.00	$ 50,000.00	$ -
Glenburn Deficiency	$ 25,748.00	$ 25,748.00	$ -
	$ 7,682,748.00	$ 4,737,347.50	$ 2,945,400.50
		61.7%	38.3%

Of the $ 7,682,748.00 contingency funds available, $ 1,515,648.60 was spent during the 2005-2007 biennium and the remaining $ 6,167,099.40 was carried over into the 2007-2009 biennium to be spent before June 30, 2009.

Deferred Maintenance Grants (SB2200 Section 50)			
SB2200 appropriated $ 5,000,000 in General Funds for the purposes of awarding to eligible school districts deferred maintenance and physical improvement grants.			
Activity	Budget	Amount Paid	Amount Remaining
Deferred Maintenance Grants	$ 5,000,000.00	$ 4,307,465.00	$ 692,535.00
		86.1%	13.9%

The balances shown for both grants are as of January 31, 2009

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
February 26, 2009

		1	2	3	4	5			6	
		2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE			2009-2011 HOUSE VERSION	
1	**FTE Employees**	**94.75**	**94.75**	**0**	**99.75**	**5**	**1**		**96.75**	a
	Operations:									
2	Salaries & Wages	$11,573,691	$11,573,691	$0	$13,699,001	$2,125,310	2	$	**12,746,140.00**	b
3	Operating Expenses	$20,264,094	$20,264,094	$0	$30,991,986	$10,727,892	3	$	**30,980,594.00**	c
4	Capital Assets	$0	$0	$0	$0	$0		$	-	
5	**Total**	**$31,837,785**	**$31,837,785**	**$0**	**$44,690,987**	**$12,853,202**			**$43,726,734.00**	
	Funding Sources:									
6	General Fund	$6,113,723	$6,113,723	$0	$7,891,445	$1,777,722		$	**7,360,092.00**	
7	Federal Funds	$24,648,006	$24,648,006	$0	$35,729,689	$11,081,683		$	**35,296,584.00**	
8	Other Funds	$1,076,056	$1,076,056	$0	$1,070,058	($5,998)		$	**1,070,058.00**	
	Grants:									
	State									
9	Foundation Aid & Transportation	$649,965,879	$649,965,879	$0	$750,825,879	$100,860,000	4	$	**740,665,879.00**	d
10	Revenue Supplement	$0	$0	$0	$0	$0		$	-	
11	Special Education	$17,500,000	$17,500,000	$0	$15,500,000	($2,000,000)	5	$	**15,500,000.00**	
12	Transportation	$33,500,000	$33,500,000	$0	$38,500,000	$5,000,000	6	$	**38,500,000.00**	
13	Governor's School	$320,000	$320,000	$0	$365,000	$45,000	7	$	**410,000.00**	e
14	LEAD Consortium	$245,000	$245,000	$0	$260,000	$15,000	8	$	**260,000.00**	
15	Teacher Center Network	$276,000	$276,000	$0	$310,000	$34,000	9	$	**360,000.00**	e
16	FINDET	$33,117	$33,117	$0	$33,117	$0	10	$	-	
17	Adult Education Matching Funds	$1,055,000	$1,055,000	$0	$1,055,000	$0		$	**1,555,000.00**	f
18	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	$1,380,000	$300,000	11	$	**1,380,000.00**	
19	North Dakota Museum of Art	$295,000	$295,000	$0	$345,000	$50,000	12	$	**345,000.00**	
20	Northern Plains Writing Project	$58,000	$58,000	$0	$58,000	$0		$	**58,000.00**	
21	Red River Writing Project	$50,000	$50,000	$0	$50,000	$0		$	**50,000.00**	
22	North Central Council for School Television				-			$	**445,000.00**	e
23	North Dakota Geographic Alliance				-			$	**226,000.00**	e
24	Atlantic Brucke Teacher Exchange				-			$	**75,000.00**	e
25	**Total**	**$704,377,996**	**$704,377,996**	**$0**	**$808,681,996**	**$104,304,000**		$	**799,829,879.00**	
26	**Federal**	**$224,049,689**	**$224,049,689**	**$0**	**$237,269,604**	**$13,219,915**	13	$	**237,127,721.00**	

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
February 26, 2009

		1	2	3	4	5		6
		2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE		2009-2011 HOUSE VERSION
	Other							
27	Tuition Apportionment	$76,200,000	$76,200,000	$0	$86,300,000	$10,100,000	14	$ 86,300,000.00
28	Displaced Homemakers	$240,000	$240,000	$0	$240,000	$0		$ 240,000.00
29	**Total**	**$76,440,000**	**$76,440,000**	**$0**	**$86,540,000**	**$10,100,000**		$ 86,540,000.00
	Funding Sources:							
30	General Fund	$704,377,996	$704,377,996	$0	$808,648,879	$104,270,883		$ 799,829,879.00
31	Federal Funds	$224,049,689	$224,049,689	$0	$237,269,604	$13,219,915		$ 237,127,721.00
32	Other Funds	$76,440,000	$76,440,000	$0	$86,540,000	$10,100,000		$ 86,540,000.00
	Special Line Items:							
33	Mentoring Programs	$0	$0	$0	$2,300,000	$2,300,000	15	$ - g
34	Instructional Coaching Pilot	$0	$0	$0	$500,000	$500,000	16	$ - g
35	Reorganization Bonuses	$0	$0	$0	$0	$0		$ -
36	National Board Certification (ESPB)	$40,000	$40,000	$0	$95,000	$55,000	17	$ 95,000.00
37	Transportation Efficiency	$30,000	$30,000	$0	$30,000	$0		$ 30,000.00
38	**Total**	**$70,000**	**$70,000**	**$0**	**$2,925,000**	**$2,855,000**		$ 125,000.00
	Funding Sources:							
39	General Fund	$70,000	$70,000	$0	$2,925,000	$2,855,000		$ 125,000.00
40	Federal Funds	$0	$0	$0	$0	$0		$ -
41	Other Funds	$0	$0	$0	$0	$0		$ -
42	**Total**	**$1,036,775,470**	**$1,036,775,470**	**$0**	**$1,180,107,587**	**$143,332,117**		**$1,167,349,334**
	Funding Sources:							
43	General Fund	$710,561,719	$710,561,719	$0	$820,302,441	$109,740,722		$807,314,971
44	Federal Funds	$248,697,695	$248,697,695	$0	$272,995,088	$24,297,393		$272,424,305
45	Other Funds	$77,516,056	$77,516,056	$0	$86,810,058	$9,294,002		$87,610,058
46	**Total Funding Source**	**$1,036,775,470**	**$1,036,775,470**	**$0**	**$1,180,107,587**	**$143,332,117**		**$1,167,349,334**

* *Note: There isn't a current year appropriations since these three items were funded from a contingency fund.*

** *Note: The total amount for grants is different from the amount shown in BARS because of a BARS system error. See Amendment page for details.*

Column 3 - Variance between 2007-09 legislative appropriation and the 2007-09 estimated expenditures:
None - all appropriations are estimated to be expended

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
February 26, 2009

	1	2	3	4	5	6
	2007-2009 LEGISLATIVE APPROPRIATION	2007-2009 ESTIMATED EXPENDITURES	2007-2009 EXPENDITURES TO APPROPRIATION VARIANCE	2009-2011 EXECUTIVE RECOMMENDATION	2009-2011 RECOMMENDATION TO 2007-2009 APPROPRIATION VARIANCE	2009-2011 HOUSE VERSION

Column 5 - Variance between 2007-09 legislative appropriation and the 2007-09 recommendation:

1 DPI has requested an additional 5FTEs. 2 FTEs are federal funded and 3 are general funded. The 3 state funded positions are included in the Executive Budget Recommendation
2 Increases for salaries of requested FTEs and staff increases.
3 Increase in operating provides for optional requests and an increase in federal program administrative funds. (See Optional Request Narrative for details).
4 Increase in general funds for the state school aid program. The full amount was included in the Executive Budget Recommendation.
5 Decrease in the special education contracts paid with general funds.
6 Increase in general funds for the state school aid program. The full amount was included in the Executive Budget Recommendation.
7 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
8 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
9 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
10 FINDET has been moved to the University Systems budget
11 Increase in general funds for this federal required state match in the National School Lunch Program. This full amount was included in the Executive Budget Recommendation
12 Increase in general funds for this flow-thru grant. This full amount was included in the Executive Budget Recommendation.
13 Increase in federal grant funds.
14 Additional special funds available for tuition apportionment.
15 Additional general fund to provide for a new mentoring program to provide training and support for new teachers. This was included in the Executive Budget Recommendation
16 Additional general funds to provide for a new instructional coaching pilot project. This was included in the Executive Budget Recommendation.
17 Increase in general funds for ESPB to pay teacher certification scholarships for national board certification. This was included in the Executive Budget Recommendation.

a The House Appropriatons Committee removed the 3.00 new General Funded FTEs that were in the Executive Recommendation
b The House Appropriatons Committee removed the 3.00 FTEs, the equity money and reduced the pay plan by 2%
c The Operating funds for the 3.00 FTEs was removed.
d The House Appropriations Committee removed $10,560,000 in State School Aid and added $400,000 for Gifted & Talented
e The House Appropriations Committee increased funding to these flow thru grants.
f The House Appropriations Committee increased General Funds for Adult Education
g The House Appropriations Committee moved these funds to HB 1400

DEPARTMENT (201) PUBLIC INSTRUCTION
GENERAL FUND OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
			2007-09	2009-11	2009-11	2009-11	2009-11 TOTAL HOUSE VERSION
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	CURRENT BUDGET	INCREASE REQUESTED	EXECUTIVE RECOMMENDATION	HOUSE RECOMMENDATION	
1	General Fund Operating	0.00	$2,570,336	$92,500	$92,500	$92,500	$2,662,836
2	Child Nutrition State Match Dollars	0.00	$1,080,000	$300,000	$300,000	$300,000	$1,380,000
3	State Assessment Program	0.00	$1,217,928	$1,000,000	$200,000	$200,000	$1,417,928
4	MIS - STARS Maintenance	0.00	$0	$575,000	$500,000	$500,000	$500,000
5	State English Language Learner Program	0.00	$20,000	$60,000	$60,000	$60,000	$80,000
6	English Language Proficiency Assessment Program	0.00	$275,000	$75,000	$50,000	$50,000	$325,000
7	School Approval & Accreditation - FTE	2.00	$0	$219,032	$239,671	$0	$0
8	MIS Unit Salary	0.00	$0	$9,500	$9,500	$9,500	$9,500
9	School Health Unit Salary	0.00	$0	$23,112	$23,112	$36,000	$36,000
10	ND Indian Education Advisory Council	0.00	$0	$66,000	$0	$0	$0
11	Career Planning Initiative [1]	2.00	$0	$572,500	$0	$0	$0
11.5	Counseling Support/Career Advisors[1]	1.00	$0	$0	$135,886	$0	$0
12	Teacher of the Year Program	0.00	$0	$14,000	$0	$14,000	$14,000
13	Adult Education	0.00	$1,055,000	$0	$0	$500,000	$1,555,000
	TOTAL GENERAL FUNDS	**3.00**	**$6,218,264**	**$2,434,144**	**$1,610,669**	**$1,762,000**	**$7,980,264**

[1] Request withdrawn in support of the Governor's Commission on Education Improvement recommendation which added 1 FTE Assistant Director position to monitor the expansion of counseling support and the role of career advisors. The House removed the FTE position.

DEPARTMENT (201) PUBLIC INSTRUCTIO..
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
NUMBER	OPTIONAL REQUEST	FTE CHANGE	2007-09 CURRENT BUDGET	2009-11 INCREASE REQUESTED	2009-11 EXECUTIVE RECOMMENDATION	2009-11 HOUSE RECOMMENDATION	2009-11 TOTAL HOUSE VERSION
14	Atlantik-Brucke Teacher Exchange	0.00	$0	$50,000 [1]	$0	$75,000	$75,000
15	Education Standards & Practices Board	0.00	$40,000	$55,000 [2]	$55,000	$55,000	$95,000
16	Geographic Alliance	0.00	$0	$226,000	$125,000	$226,000	$226,000
17	North Dakota Governor's School	0.00	$320,000	$174,000	$45,000	$90,000	$410,000
18	North Dakota LEAD Center	0.00	$245,000	$15,000	$15,000	$15,000	$260,000
19	North Dakota Museum of Art	0.00	$295,000	$50,000	$50,000	$50,000	$345,000
20	North Dakota Teacher Center Network	0.00	$276,000	$84,000	$34,000	$84,000	$360,000
21	Northern Plains Writing Project	0.00	$58,000	$25,000	$0	$0	$58,000
22	Red River Valley Writing Project	0.00	$50,000	$20,000	$0	$0	$50,000
23	North Central Council of School Television	0.00	$0	$50,000 [3]	$50,000	$445,000	$445,000
24	North Dakota Early Learning Council	0.00	$0	$20,000	$20,000	$20,000	$20,000
	TOTAL GENERAL FUNDS	**0.00**	**$1,284,000**	**$769,000**	**$1,060,000**		**$2,344,000**

[1] S.B. 2013, Section 28, Contingency, No.17 ($50,000)
[2] S.B. 2013, Section 28, Contingency, No. 9 ($77,000)
[3] S.B. 2013, Section 28, Contingency, No. 12 ($395,000)

HB 1013
Supplemental Request
North Dakota Assessment System
January 2009

I Rationale

A. State and federal law require the valid and reliable accounting of student achievement in terms of the state's challenging academic standards.

B. NDSA provides the only uniform, objective, valid, and reliable measure of student achievement for the state.

C. The state assessment system is comprised of the following types of assessments:

1. North Dakota State Assessment based on grade-level achievement standards in reading, language arts, mathematics, and science in grades 3-8 and 11: 24 assessments;
2. North Dakota Alternate Assessment based on modified achievement standards in reading, language arts, mathematics, and science in grades 3-8 and 11: 24 assessments;
3. North Dakota Alternate Assessment based on alternate achievement standards in reading, language arts, mathematics, and science in grades 3-8 and 11: 24 assessments.

D. The state's assessment and accountability system expenses include those activities associated with the following:

1. Testing administration and development;
2. Standards revisions and test alignment;
3. Technical assistance and committee membership; and
4. Accountability data compilation, analysis, and reporting.

II. Nature of Request

A. State has funded state assessment at $1.2 million for three biennia.

B. State has reached a point where the anticipated costs for administration and development most likely will increase with the release of a new state assessment RFP for 2009-2014. The current state assessment contract was last bid in 2003.

C. The DPI has requested $1 million to cover increases in base assessment expenses and development costs.

D. DPI requests full funding. This is a core accountability provision of the state and constitutes the single aligned, valid, and reliable measure of

student achievement against the state's academic standards. These assessments form the basis for all school, district, and statewide reporting.

IV. Commitment to Accountability

State is obligated to provide for a high quality, valid, reliable assessment system. State law commits the state to provide for this system. State and federal funding will form the basis for this funding.

With full funding of our supplemental request, the state will then provide approximately 25% share of overall assessment funding. The state will provide approximately 0.20% of its overall biennial budget to measure student achievement against our state's standards.

North Dakota State Assessment System
January 2009

- North Dakota has a ***fully compliant assessment system*** for reading and mathematics assessments, based on the federal peer review monitoring activity conducted by assessment experts from across the country and facilitated by the U.S. Department of Education. This independent review has stated that the state's assessment program ***meets all quality standards and that the program is both valid and reliable***. The state's science assessment is undergoing the final phase of peer review presently.

- The state's assessment system provides for ***three critical components of a valid and reliable state education system***:

  a. Clear and appropriate content standards that articulate appropriate grade-level expectations for learning for all students;

  b. Valid and reliable measures of student achievement in terms of the state's challenging achievement standards; and

  c. Transparent reporting that identifies how every school, every school district, and the state are performing in terms of the state's challenging achievement standards.

- North Dakota's assessment system ***provides appropriate common measures*** of all students ***against the state's challenging content standards***.

  1. State standards are drafted by the state's educators.

  2. State assessments are reviewed independently by the state's educators and community representatives.

  3. State assessments' achievement standards are recommended by the state's educators and community leaders.

  4. State provides several forms of the state's assessments to allow all students in grades 3-8 and 11 to use the most appropriate assessment to meet their educational needs:

     a. The regular state assessments;
     b. The regular state assessments with accommodations for certain students;
     c. The state's alternate assessment (1%) based on alternate achievement standards for students with significant cognitive disabilities;
     d. The state's alternate assessment (2%) based on modified achievement standards for students with persistent learning difficulties; and

e. The state's alternate assessment (2%) based on modified achievement standards for students with persistent learning difficulties with accommodations for certain students.

- The ***purpose*** of the state's assessments is to ***provide a summative report on every school and school district regarding students' relative achievement*** level against the state's achievement standards. The results of the state assessments are to be used for overall school improvements. The results of the state assessments may provide additional information regarding the performance of subgroups of students and individual students in terms of their achievement level; however, the state's assessment is not, by design, a classroom-level formative assessment.

  The ***purpose*** of local school assessments is to ***conduct meaningful formative reporting of every student's progress toward meeting the state's standards*** and to use this information to form follow up instruction to remediate deficiencies. No state-level summative assessment can substitute for classroom-level formative assessments that local schools provide. The state's summative assessment guides district-level and school-level improvements.

- The state's ***assessments follow a schedule to ensure a fair and accurate accounting*** of all student's results:

  a. ***Testing***. The state's assessments are administered from *late October through mid-November*, covering three weeks.

  b. ***Scoring***. The tests are *scored in November and December* to allow for both scanning and actual student responses (constructive test items) to be scored by human evaluators. In December the contractor conducts extensive analysis of results and seeks independent confirmation of equating studies.

  c. ***Validation.*** During *January* the state assessments' contractors and independent assessment technical advisors *conduct extensive data analysis* of all results to ensure an accurate accounting and to review the overall performance of all assessment forms. The results are evaluated by the Department of Public Instruction, which issues final approval of equating and impact data results.

  d. ***Dissemination***. During *February* all state assessments results are *compiled, printed, packed, and shipped to all schools* across the state. ***State assessments generally arrive at schools in early-February***.

  e. ***State-level Reporting.*** From March to April the state prepares the variety of state-level, district-level, and school-level performance reports, including Adequate Yearly Progress. The state can only release these results following the approval of the state's yearly accountability plan by the U.S. Department of Education.

- The state's ***Adequacy Commission has reviewed the state's assessment system*** in light of all federal accountability and technical requirements and has not recommended any changes to the state's system. There is an understanding that the current system ensures a valid and reliable reporting of student achievement that meets all regulatory and quality assurance requirements.

March 26, 2009

Prepared by the Legislative Council staff
for Senator Holmberg
March 25, 2009

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Increases funding for national board certification to provide a total of $102,500		$7,500		$7,500
2	Increases funding for grants-other grants for Governor's School to provide a total of $494,000		84,000		84,000
3	Increases funding for grants-other grants for the Northern Plains Writing Project to provide a total of $83,000		25,000		25,000
4	Increases funding for grants-other grants for the Red River Valley Writing Project to provide a total of $70,000		20,000		20,000
5	Provides funding for grants-other grants for the North Dakota Young Entrepreneur Education Program		100,000		100,000
6	Provides funding for operating expenses for the North Dakota Indian Education Advisory Council		66,000		66,000
7	Increases funding for grants-other grants for adult education state grants - Total currently provided is $1,555,000 (See also HB 1172)		0		0
8	Provides funding for grants-other grants for the "We the People" Program		18,000		18,000
9	Increases funding for operating expenses to provide additional funding for the State Assessment Program - Total currently provided is $1,417,928		0		0
10	Restores funding for salaries and wages removed by the House to recognize anticipated savings from vacant positions and employee turnover		78,562	177,055	255,617
11	Restores salary equity funding removed by the House		104,123	242,956	347,079
12	Provides a funding change for the Early Childhood Learning Council from general fund to federal flexible stimulus funds		(20,000)	20,000	0
13	Provides funding from federal flexible stimulus funds for Department of Public Instruction administration costs relating to federal fiscal stimulus payments to schools			326,348	326,348
14	Consider a reduction of the state school aid line resulting from a delay of an "at risk" factor change to the 2011-2013 biennium		(11,000,000)	0	(11,000,000)
	Total proposed funding changes		($10,516,815)	$766,359	($9,750,456)

Other proposed changes

None

Prepared by the Legislative Council staff
for Senator Holmberg
March 25, 2009

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

School for the Deaf

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Provides funds to remodel the Trades Building		$1,670,738	$0	$1,670,738
2	Provides funds to complete the asbestos removal from the Infirmary building		16,500	0	16,500
3	Provides funding and contract services for the future services plan and implementation		0	0	0
4			0	0	0
5			0	0	0
	Total proposed funding changes		$1,687,238	$0	$1,687,238

Other proposed changes

None

Prepared by the Legislative Council staff
for Senator Holmberg
March 25, 2009

LISTING OF PROPOSED CHANGES TO HOUSE BILL NO. 1013

North Dakota Vision Services - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Provides additional funding and FTE for National Instructional Materials Accessibility Center (See HB 1078)	0.50	$0	$0	$0
2	Provides additional funding and FTE for adult services in Eastern North Dakota, including salaries ($106,128) and operating expenses ($21,654) - Not including salary/benefit plan	1.00	127,782	0	127,782
	Total proposed funding changes		$127,782	$0	$127,782

Other proposed changes

None

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

February 2, 2009

MEMO TO: Shirley Branning, Clerk
Legislative Council

FROM: Stephanie Gullickson, Assistant Director
Fiscal Management

RE: Department of Public Instruction Fees & Professional Services Budget Line

As requested during our budget hearing, following is a breakdown of the anticipated increase in contract costs included with the DPI base budget changes:

1.	CTB-McGraw Hill	$ 175,000.00
2.	Booth Delivery	$ 125,000.00
3.	Commodity Processing Contracts	$ 150,000.00
4.	McREL	$ 325,000.00
	Total	$ 775,000.00

The explanation of these increases are as follows:

- The cost for the assessment continue to increase with some of the expenses paid by general fund but the majority is still being covered with federal funds.

- The warehousing and transportation of commodity foods contract with BOOTH Delivery will also see an increase. This contract has a provision that allows the contract to assess a surcharge on the transportation costs as the fuel prices rise. DPI has seen a transportation surcharge of up to 40% last June.

- The commodity processing contracts are also on the rise. School districts have an option to send certain commodity foods to food processor companies that make the product into a more usable format for the school district. The most popular commodity item that is processed is whole chickens into chicken nuggets and patties.

- DPI has a five year contract with Mid-Continent Research for Education and Learning (McREL) to provide professional development to early childhood education project participants. This is funded from the Early Reading First Grant which is a new grant DPI has received.

If you need any additional information, please contact Bonnie Miller at 328-2346 or me at 328-2176. Thank you.

Attachment C
2/17/09

HB 1400

Added Programs		**weighted pupils**	**$ per wpu**	**ADM as of Feb**	**Weighted ADM**
Pre-K	$1,500,000		$13.86	*94,632	102,969 *
Tutors	$3,780,000		$34.93		
Career Advisors	$2,700,000		$24.95		
Mentoring	$2,300,000		$21.25		
Instructional Coaches	$500,000		$4.62		
Total	**$10,780,000**	**108,210 ***	**$99.62**		
Others:					
Extra day	$3,680,000		$34.01		
Assessments	$1,000,000		$9.24		
REAs	$2,600,000		$24.03		
Total	**$7,280,000**		**$67.28**		

* from J. Coleman

HB 1013 attachment # 24
January 20, 2009

SCHOOL TRANSPORTATION

A CASE FOR AN INCREASE IN THE TRANSPORTATION BLOCK GRANT WITHIN DPI BUDGET (HB 1013) PRESENTED BY:

NORTH DAKOTA SMALL ORGANIZED SCHOOLS
Executive Director, Wayne Levang.

DEFINING THE ISSUE

School transportation costs are reimbursed by the state through a Block Grant in the DPI budget in HB1013. The proposed $38,500,000 allocation in HB1013 will equate to per mile rates of approximately:

- 83 cents for large buses (rural)
- 83 cents for large buses (city)
- 40 cents small vehicles (rural)

The current rates are:

- 73.5 cents for large buses (rural)
- 51.5 cents for large buses (city)
- 40 cents small vehicles (rural)

WHERE DOES THIS TAKE US

The 2007-08 school years with a Block Grant of $33,500,000 made the state reimbursed only 73.5 cents/mile of a cost of $ 1.72/mile or **42.73%** of this cost.

The proposed 2009-10 Block Grant of $38,500,000 will make the state reimbursement of 83 cents/mile for large buses. If costs remain constant at an average of $1.72/ mile (which we all realize is not going to happen) the state is only reimbursing **48.25 %** of the cost. Jerry Colman, Assistant Director for School Finance and Organization does not have the new figure for average cost /mile of last school year. The figure will be available in February. An increase, which is inevitable, could make the reimbursement level fall even below the current **42.73%.**

According to DPI data

(School Finance Facts - February 2007)
(School Finance Facts – February 2008)

- the average cost per mile in 2006 was $1.64
- the average cost per mile in 2007 was $1.72
- the average cost per mile for last year is being calculated (according to Jerry Coleman it will be available in February)

History..... In 1981, schools received 76 cents/mile for large buses. State travel was reimbursed at 21 cents/mile. Gas on 1-1-80 was 63 cents/gallon and #2 diesel was 51 cents/gallon* and on 7-01-78 gas was $1.04 and #2 diesel was 68 cents*.

*Courtesy of Johnson Oil of Rolette

Fast forward... Today transportation aid is 73.5 cents/mile for large buses. State travel is reimbursed at 45 cents/mile and gas prices have about doubled and diesel has seen an even steeper rise.

THE AVERAGE STATE CONTRIBUTION

- **IN 1981 WERE 58.5%**
- **LAST YEAR WERE 39.0%**

IF PROPERTY TAX RELIEF IS GOING TO MAKE UP 75 MILLS OF THE GENERAL FUND FOR SCHOOL DISTRICTS, WITHOUT ADDRESSING TRANSPORTATION ADEQUATELY (SIMILAR % RATE TO PER PUPIL PAYMENTS) THE MILLS ARE SIMPLY SHIFTED TO TRANSPORTATION COST.

Therefore the NDSOS believe that the new percentage rate of reimbursement for transportation should be similar to the percentage rate of foundation payments. Increasing the transportation allocation to correspond with the increase in the state percentage to foundation payments (which will be approximately 60% with the proposed increases for this biennium and a goal of reaching 70% funding in future sessions) will require a Block Grant of $48,500,000. This would bring the transportation rates for the next biennium to:

LARGE BUS: 100.5 cents/mile (rural)*
100.5 cents/mile (city)*

***(59% of DPI ESTIMATED COST OF $1.72 FOR 2008 will bring us back to the 1981 level of funding but will still be short of the 59 % of the coming school years.)**

REALIZING THAT TRANSPORTATION FUNDING HAS "LAGGED"

NDSOS membership believes...

1) That transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times only increases academic achievement.

2) It is not a large school - small school issue. All schools are absorbing transportation cost with general fund monies (local property mill levy) that could be used for salaries, curriculum, technology, other instructional costs, or even to decrease property taxes.

3) Transportation funding goal should be at the same level as the goal for all educational funding (i.e. 70%).

NDSOS membership realizes to achieve the above level will take a long term commitment by the governor, legislature and general public over two or three legislative sessions.

THEREFORE GETTING TO 1981 LEVELS

REQUIRES AN INCREASE

$15,000,000 PROPOSAL

NDSOS member schools believe that transportation line item in the Governor's proposal be increased by $10,000,00 to a total $48,500,000 for the upcoming biennium just to get close to the 1981 level.

HERE'S HOW IT'S FIGURED

Approximate cost for EACH 1 cents increase/mi (BASED ON MILES REPORTED TO DPI – 2007-08)

• Rural small bus -	$8,600
• Rural large bus –	$190,200
• In-city small bus -	-0-
• In-city large bus -	$6,200
• Family Routes -	$7,200
• Routes to bus -	$2,250
TOTAL	$214,450

Here's the breakdown of costs.

Cost of 1 cent increase X cents increase

• Rural small bus -	$8,600 X 19 =	163,400
• Rural large bus -	$190,200 X 37 =	7,037,400
• In-city large bus -	$6,200 X 49 =	303,800
• Family Routes -	$7,200 X 19 =	136,800
• Routes to bus -	$2,250 X 19 =	42,750

For each year of biennium $7,684,150 each year of biennium

X 2

TOTAL **$15,368,300**

NEW NUMBERS WITH THIS INCREASE

LARGE BUS: 100.5 cents (rural)*

- ***(59% of DPI ESTIMATED COST OF $1.72 FOR 2008 back to the 1981 level but will still be short of 59% for this coming biennium)**

LARGE BUS: 100.5 cents (city)

SMALL BUS: 58.5 cents small vehicles (rural) [1] (probably should be same as large bus rural)

- **[1](Federal reimbursement of auto travel is 58.5)**

It is with this data that the NDSOS membership is requesting that your committee address this ISSUE with the recommendation for the upcoming biennium of an additional $10,000,000 to be allocated for transportation.

Respectfully,

Wayne Levang, Ex. Dir
North Dakota Small Organized Schools
701-323-0985
wlevang@yahoo.com

HB 1013 attachment #24a

SCHOOL TRANSPORTATION

NDSOS (North Dakota Small Organized Schools)

PICUS REPORT STATES

Other issues Excluded from RFP

"Pupil Transportation – need for some increased state support and a mechanism for raising local revenues for local share of costs[1]."

[1]Report to the Education Interim Committee of North Dakota Legislature
Funding Schools Adequately in North Dakota
Resources to Double Student Performance
September 4, 2008
Allan Odden, Lawrence O. Picus, & Mike Goetz
Lawrence O. Picus and Associates
(Page 18)

SCHOOL TRANSPORTATION

INCREASE AT 1% INFLATION FACTOR

SCH YR					Actual Funding
83-84	$ 18,518,752.00				$ 18,518,752.00
84-85	$ 18,518,752.00	1.01	$	18,703,939.52	$ 19,270,588.00
85-86			$	18,890,978.92	$ 19,557,474.00
86-87			$	19,079,888.70	$ 18,360,512.00
87-88			$	19,270,687.59	$ 18,431,620.00
88-89			$	19,463,394.47	$ 18,089,258.00
89-90			$	19,658,028.41	$ 16,245,543.00
90-91			$	19,854,608.70	$ 17,169,062.00
91-92			$	20,053,154.78	$ 17,551,020.00
92-93			$	20,253,686.33	$ 17,167,452.00
93-94			$	20,456,223.19	$ 16,746,542.00
94-95			$	20,660,785.43	$ 17,196,155.00
95-96			$	20,867,393.28	$ 17,498,529.00
96-67			$	21,076,067.21	$ 17,810,492.00
97-98			$	21,286,827.89	$ 17,583,138.00
98-99			$	21,499,696.16	$ 17,442,180.00
99-00			$	21,714,693.13	$ 17,381,171.00
00-01			$	21,931,840.06	$ 17,205,537.00
01-02			$	22,151,158.46	$ 17,198,168.00
02-03			$	22,372,670.04	$ 16,994,871.00
03-04			$	22,596,396.74	$ 17,152,363.00
04-05			$	22,822,360.71	$ 17,118,918.00
05-06			$	23,050,584.32	$ 16,213,012.00
06-07			$	23,281,090.16	$ 16,147,347.00
07-08			$	23,513,901.06	
08-09			$	23,749,040.07	
09-10			$	23,986,530.47	
10-11			$	24,226,395.78	
			$	48,212,926.25	

Equates to $1.28/Mile

AS A RATIO TO STATE INCREASES

In 1981 state mileage reimbursement was 21cents for autos and 76 cents for large bus

Today the state reimbursement for autos is 45 cents and large bus 73.5 cents
Porportionally what would the reimbusement be for a large at the auto rate?

.21 IS TO .76 AS .45 IS TO __x___

X= $1.62/mile



SCHOOL TRANSPORTATION

A CASE FOR AN INCREASE IN THE TRANSPORTATION BLOCK GRANT WITHIN DPI BUDGET (HB 1013) PRESENTED BY:

North Dakota Small Organized Schools (NDSOS)
P. O. Box 7463
Bismarck, North Dakota
Executive Director, Wayne Levang.

DEFINING THE ISSUE

School transportation costs are reimbursed by the state through a Block Grant in the DPI budget in HB1013. The proposed $38,500,000 allocation in HB1013 will equate to per mile rates of approximately:

- 81 cents for large buses (rural)
- 81 cents for large buses (city)
- 42 cents small vehicles (rural)

The current rates are:

- 73.5 cents for large buses (rural)
- 51.5 cents for large buses (city)
- 40 cents small vehicles (rural)

WHERE DOES THIS TAKE US

History..... In 1981, schools received 76 cents/mile for large buses. State travel was reimbursed at 21 cents/mile. Gas on 1-1-80 was 63 cents/gallon and #2 diesel was 51 cents/gallon*.

*Courtesy of Johnson Oil of Rolette

Fast forward... Today transportation aid is 73.5 cents/mile for large buses. State travel is reimbursed at 45 cents/mile and gas prices have about doubled and diesel has seen an even steeper rise.

The 2007-08 school years with a Block Grant of $33,500,000 made the state reimbursed only 73.5 cents/mile of a cost of $ 1.72/mile or **42.73%** of this cost.

The proposed 2009-10 Block Grant of $38,500,000 will make the state reimbursement of 81 cents/mile for large buses. If costs remain constant at an average of $1.72/ mile (which we all realize is not going to happen,) the state is only reimbursing **47.09%** of the cost. Jerry Colman, Assistant Director for School Finance and Organization does not have the new figure for average cost /mile for the latest school year, but an estimate by DPI that costs have **increased 16%** which would bring cost to approximately $1.99/mile. This increase, which is inevitable, will make the reimbursement level fall even below the current **42.73%** (**41.70%** using last year's estimated costs).

REALIZING THAT TRANSPORTATION FUNDING HAS "LAGGED"

NDSOS membership believes...

1) That transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times only increases academic achievement.

2) It is not a large school - small school issue. All schools are absorbing transportation cost with general fund monies (local property mill levy) that could be used for salaries, curriculum, technology, other instructional costs, or even to decrease property taxes.

3) Transportation funding goal should be at the same level as the goal for all educational funding (i.e. 70%).

NDSOS membership realizes to achieve the above level will take a long term commitment by the governor, legislature and general public over two or three legislative sessions.

HOW COULD IT BE ADDRESSED?

- **As an inflation factor?** ***(SEE APENDIX A)***
- **As a ratio to auto reimbursement?** ***(SEE APENDIX B)***

NDSOS believes it should be addressed

- **Proportional to foundation funding?** ***(SEE APENDIX B)***

HERE'S HOW IT'S FIGURED

DPI has calculated that initial $5,000,000 in the transportation Block Grant raised the reimbursement for large bus rural by 7.5 cents/mile, large bus city by 29.5 cents/mile and smaller vehicles by 2 cents/mile.

Approximate cost for EACH 1 cent increase/mi (BASED ON MILES REPORTED TO DPI – 2007-08) are as follows:

• Rural small bus -	$8,600
• Rural large bus –	$190,200
• In-city small bus -	-0-
• In-city large bus -	$6,200
• Family Routes -	$7,200
• Routes to bus -	$2,250
TOTAL	$214,450

Here's the breakdown of costs.

Cost of 1 cent increase from 81 and 42 cents figured in HB1400

Cost (times) cents increase = dollar amount

• Rural small bus -	$8,600 X 13 =	111,800
• Rural large bus -	$190,200 X 24 =	4,564,800
• In-city large bus -	$6,200 X 24 =	148,800
• Family Routes -	$7,200 X 13 =	93,600
• Routes to bus -	$2,250 X 13 =	29,250

For each year of biennium $4,948,250 each year of biennium

X 2

TOTAL **$9,896,500**

NEW NUMBERS WITH THIS INCREASE

LARGE BUS: approximately 105.0 cents[2]

[2](61% of DPI ESTIMATED COST OF $1.72 FOR 2007-08. This takes us back to the 1981 level but will still be short of 61% (probably translates into 52% for this coming biennium.)

SMALL BUS: approximately 55.0 cents small vehicles [1]

[1](Federal reimbursement of auto travel is 55 cents as of January 1, 2009.)

APPENDIX C – Shows DPI calculations using the above rates.

APPENDIX D – Listing of school districts and the increase in payments this level of funding would provide.

It is with this data that the NDSOS membership is requesting that your committee address this ISSUE with the recommendation for the upcoming biennium of $48,500,000 to be allocated for transportation.

Respectfully,
Wayne Levang, Ex. Dir
North Dakota Small Organized Schools
701-323-0985 wlevang@yahoo.com

APPENDIX A

AS AN INFLATION FACTOR?

SCHOOL TRANSPORTATION

INCREASE AT 1% INFLATION FACTOR

SCH YR					Actual Funding*
83-84	$18,518,752.00				$18,518,752.00
84-85	$18,518,752.00	1.01	$	18,703,939.52	$19,270,588.00
85-86			$	18,890,978.92	$19,557,474.00
86-87			$	19,079,888.70	$18,360,512.00
87-88			$	19,270,687.59	$18,431,620.00
88-89			$	19,463,394.47	$18,089,258.00
89-90			$	19,658,028.41	$16,245,543.00
90-91			$	19,854,608.70	$17,169,062.00
91-92			$	20,053,154.78	$17,551,020.00
92-93			$	20,253,686.33	$17,167,452.00
93-94			$	20,456,223.19	$16,746,542.00
94-95			$	20,660,785.43	$17,196,155.00
95-96			$	20,867,393.28	$17,498,529.00
96-67			$	21,076,067.21	$17,810,492.00
97-98			$	21,286,827.89	$17,583,138.00
98-99			$	21,499,696.16	$17,442,180.00
99-00			$	21,714,693.13	$17,381,171.00
00-01			$	21,931,840.06	$17,205,537.00
01-02			$	22,151,158.46	$17,198,168.00
02-03			$	22,372,670.04	$16,994,871.00
03-04			$	22,596,396.74	$17,152,363.00
04-05			$	22,822,360.71	$17,118,918.00
05-06			$	23,050,584.32	$16,213,012.00
06-07			$	23,281,090.16	$16,147,347.00
07-08			$	23,513,901.06	
08-09			$	23,749,040.07	
09-10			$	23,986,530.47	
10-11			$	24,226,395.78	
			$	**48,212,926.25**	

If the yearly inflation factor is 1.5% from the 1983-4 level the Block Grant would be $54,954,576.41

As a 3% yearly inflation factor from the 1983-84 level the Block Grant would be $81,072,879.06

***note that actual transportation funding has decreased over this time frame.**

Appendix B

As a ratio to auto reimbursement?

History..... In 1981, schools received 76 cents/mile for large buses. State travel was reimbursed at 21 cents/mile. Gas on 1-1-80 was 63 cents/gallon and #2 diesel was 51 cents/gallon.

.21 is to .76 as .45 is to __X__

X = $1.62

If mileage reimbursement for autos increased to GSA rates as proposed in SB2064. GSA rates as of January 1, 2009 are .55 cents /mile.

.21 is to .76 as .55 is __X__

X = $1.99

Proportional to foundation funding?

Being proportional to 70% cost of education in foundation funding we would see rates of:

$1.20/mile (.70 x 1.72)

If the funding formula comes to about 61% (estimate) of the cost of education the cost per mile would be:

$1.0492/mile (.61 x 1.72)

Transportation Route Summary

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

District Name: 0

School Year: 2008

	Small Bus (less than 10)		Large Bus (10 or more)		
Route Type	**Miles**	**Rides**	**Miles**	**Rides**	**Route Count**
Extended Year	33,588.0	3,144	44,427.0	16,574	53
Family - To Bus	225,014.9	27,673	5,710.0	6,621	69
Family - To School	835,282.9	78,196	-	-	183
In City	-	-	621,406.6	2,583,590	226
Other Purpose	1,730.0	2,076	228,994.2	228,358	46
Public Transit	-	95,126	-	-	1
Rural	113,982.2	13,566	17,512,513.6	9,578,003	1,022
Special Ed.	686,976.2	54,749	981,510.3	422,233	205
Vocational Ed.	24,555.0	9,179	240,987.1	242,916	49
Total	1,921,129.2	283,709	19,635,548.8	13,078,295	1,854

Lg Bus	1.05
Sm Bus	0.55
Rides	0.22

Block Grant	**Rate**	**Miles**	**Rides**	**Total**	
Small Bus Miles	0.400	860,831.4		344,332.57	
Large Bus Miles	0.735	19,008,432.2		13,971,197.70	
Rural Rides	0.200		10,488,084	2,097,616.80	*
Small In-City Miles	0.250	-		-	
Large In-City Miles	0.505	621,406.6		313,810.32	
In-City Rides	0.200		2,583,590	516,718.00	
Family - To School	0.200	-		-	**
Family - To Bus	0.200	-		-	***
Not Reimbursable	0.200	835,282.9	290,330		****
Total Transportation Reimbursement		21,325,953.1	13,362,004	17,243,675.39	
EFBD adjustment					
Block Grant Total				17,243,675.39	
			Biennium	34,487,350.77	

Proposed **Rate**	**Miles**	**Rides**	**Total**	Change	Percent
0.550	860,831.4		473,457.28	129,125	38%
1.050	19,008,432.2		19,958,853.85	5,987,656	43%
0.220		10,488,084	2,307,378.48	209,762	10%
0.550	-		-	-	0%
1.050	621,406.6		652,476.91	338,667	108%
0.220		2,583,590	568,389.80	51,672	10%
0.200	723,136.9		144,627.37	144,627	#DIV/0!
0.200	225,014.9		45,002.98	45,003	#DIV/0!
0.200	112,146.0	290,330		-	
	21,550,968.0	13,362,004	24,150,186.67	6,906,511	
			24,150,186.67		
		New Funding	48,300,373.35		
		Target	38,500,000.00		

* The rate for rural students transported per day of $.40 is converted to $.20 per ride.

** The rate for Family - To School miles of $.40 per mile one way (less the first two miles) is converted to $.20 per mile per trip (less two miles each trip).

*** The rate for Family - To Bus miles of $.40 per mile one way is converted to $.20 per mile.

**** Not included in the reimbursement formula. Small bus rides and family rides, excluded family miles.

APPENDIX C

APPENDIX D

The below amounts are the increased funding for specific school district using a Block **Grant of $48,500,000** which translates into rates for reimbursement of **$1.05/mile** for large buses and **.55/mile** for small buses.

BISMARCK	$147,658.38
BOWMAN	57,090.82
DICKINSON	55,905.88
FARGO	185,268.80
GRAND FORKS	135, 101.03
HAZEN	34,527.54
MAY-PORT	44,208.42
MINOT	78,947.23
MOTT-REGENT	59,003.38
LEWIS & CLARK	77,856.92
VALLEY CITY	40,970.62

HB 1013 attachment H 33
January 20, 2009

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 8, 2009
By: Bob Marthaller, Director
School Organization and Special Projects
701-328-2267
Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Bob Marthaller and I am the Director of School Organization and Special Projects for the Department of Public Instruction. I am here to provide information and an overview of the Department of Public Instruction as related to HB 1013.

Over the course of the preceding interim many changes have occurred, issues and opportunities have arisen and challenges have been met by school districts across the state of North Dakota. School district organization continues to evolve as school districts work to provide quality education for all students.

One of the most prevalent organizational changes is the growing impact of Regional Education Associations (REA). Evolving from what was formerly the Joint Power Agreements (JPA), REA are focused on providing a "framework for collaboration that supports and enhances student achievement." The school districts have come together in a joint effort to provide services to students and district staff. At the present time there are eight REA representing approximately 95% of all

school districts and about 98% of all public school students. In addition, many non-public schools and universities are also participating in REA services as ex-officio partners. Services and programs unaffordable or otherwise unattainable by individual districts are made possible through collaboration among the districts.

Professional development opportunities for teachers and other district staff are the most common services provided by REA. This may include training in student assessment, data analysis, school improvement activities, curriculum mapping and design, technology and other activity focused on student achievement.

Unique opportunities for students have been made possible through REA programs. For example, 650 fifth-graders in the Mid-Dakota Education Cooperative have been able to take part in a program known as STARBASE North Dakota. STARBASE North Dakota is a federally-funded educational program for children that provides instruction at National Guard, Navy, Marine, Air Force Reserve and Air Force bases across the nation. Students learn Science, Technology, Engineering, and Math skills. The students have an opportunity to work with computer aided design programs and design their own space stations utilizing a flight simulator. Students from the Mid-Dakota Education Cooperative schools are bused to the Minot Air Force Base to participate in this program.

The school districts also have an opportunity to choose from a wide variety of administrative functions and student services as defined by statute.

Regional Education Associations face a variety of challenges and opportunities. The Department believes that many recommendations of the North Dakota Commission on Education Improvement, if approved by the legislative assembly, will enhance opportunities for REA to provide leadership toward expanded services.

In addition to the REA, there are several other agencies and cooperatives that make up the delivery of services to the school districts. In order to establish a "comprehensive statewide delivery system" discussion should continue among all parties.

The Department continues to support the development of Regional Education Associations as a vehicle to deliver education services to students and districts. Furthermore, the Department supports the Commission on Education Improvement funding recommendation of $3,000,000.

District reorganizations and dissolutions continue to occur in North Dakota. Since 2006, five successful reorganization plans involving 13 school districts were completed. Two other reorganization plans were approved by the State Board but did not receive voter approval. Over the same period of time, nine school districts were dissolved and the land attached to existing school districts. In addition there is at least one other district currently working on a dissolution plan. Today there are 184 operating school districts, as compared to 231 districts in 1998.

Though the pace of declining enrollment appears to have "slowed down" and the state population has actually slightly increased, North Dakota demographics continue to support the premise that district reorganizations and dissolutions will continue to occur as school enrollment declines.

Facility renovation and remodeling, energy efficiency improvements and technology upgrades continue to be major funding issues for school districts. The Districts have made some progress in this area, largely as a result of the deferred maintenance and physical plant improvement grants as approved by the 60th Legislative Assembly. Of the $5,000,000 approved for grants to school districts, approximately $4,239,000 has been dispersed to districts through December 29, 2008. All but 44 districts have participated in the grant program. We anticipate that all funds appropriated for the deferred maintenance program will be disbursed to districts during this biennium.

The Department is currently conducting a survey to determine building renovation, energy efficiencies and technology needs. So far 38 districts have responded to the survey. Preliminary response indicates a need of approximately $118,500,000.

The Department encourages the continuation of the deferred maintenance grant program and supports the recommended funding level of $10,000,000.

That concludes my remarks. I would be happy to answer any questions you may have.

HB 1013 attachment #28
January 20, 2009

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
JANUARY 20, 2009
by Steve Snow, Director of Management Information Systems
(701) 328-2189
Department of Public Instruction

Mr. Chairman and members of the House Appropriations committee:

My name is Steve Snow and I am the Director of Management Information Systems for the Department of Public Instruction. I am here to provide information regarding HB 1013 which is the appropriations bill for the Department of Public Instruction.

In addition to regular system maintenance and improvements, there is an increasing need for data from schools to comply with current and emerging reporting requirements. This data is also critical to ensure proper school accountability.

We are also making preparations to address Legislative adoption of recommendations from the ND Commission on Education Improvement specifically as they relate to revisions to funding formulas; gathering of new data for district professional development plans; the credentialing and monitoring of career advisors; increasing district accreditation requirements for career interest inventories; increased requirements for annual assessments; and the implementation of standards for pre-kindergarten.

We are also preparing for the possible statewide implementation of PowerSchool (a student information system). We are currently working with EduTech and the school districts to increase the automation of data collections; this should help ease the burden placed on the schools by the increased need for timely, accurate data.

Lastly we are preparing for an increased sharing of data between state agencies as part of the proposed statewide longitudinal data systems. We have already worked with ND University System to make a critical link in the education supply chain by matching student data between the K12 and higher education data systems.

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
February 26, 2009
by Steve Snow, Director of Management Information Systems
(701) 328-2189
Department of Public Instruction

Mr. Chairman and members of the Senate Appropriations committee:

My name is Steve Snow and I am the Director of Management Information Systems for the Department of Public Instruction. I am here to provide information regarding HB 1013 which is the appropriations bill for the Department of Public Instruction.

In addition to regular system maintenance and improvements, there is an increasing need for data from schools to comply with current and emerging reporting requirements. This data is also critical to ensure proper school accountability.

We are preparing to transition two large projects from the "production" state to the "maintenance" state. The first is the replacement of an application currently housed on the mainframe used for teacher licensure and school approval and accreditation. The second is an automated student contract application that will be part of the larger Foundation Aid program. We are also making preparations for changes as a result of this Legislative Session.

First is the possible Legislative adoption of recommendations from the ND Commission on Education Improvement specifically as they relate to revisions to funding formulas; gathering of new data for district professional development plans; the credentialing and monitoring of career advisors; increasing district accreditation requirements for career interest inventories; increased requirements for annual assessments; and the implementation of standards for pre-kindergarten.

Second is the possible statewide implementation of PowerSchool (a student information system). We are currently working with EduTech and the school districts to increase the automation of data collections; this should help ease the burden placed on the schools by the increased need for timely, accurate data.

Lastly we are preparing for an increased sharing of data between state agencies as part of the proposed statewide longitudinal data systems. We have already worked with ND University System to make a critical link in the education supply chain by matching student data between the K12 and higher education data systems.

HB 1013
Testimony for Senate Appropriations Committee
NDEA President Dakota Draper
February 26, 2009

Same given to House

Mr. Chairman, members of the Senate Appropriations Committee, I am Dakota Draper and President of the North Dakota Education Association. I am here today to speak on behalf of the educators of North Dakota.

First of all, we recognize and greatly appreciate your efforts of the past couple of Legislative Sessions to try to move teacher salaries in a positive direction. You and the Governor have worked very hard to give North Dakota a sound education system. Additionally, you need to know that the NDEA supports the Governor's current proposals contained first in the Governor's Commission Final Draft and now in proposed legislation.

Governor Hoeven and you have labored hard and long to move the educators of this state off the bottom in rankings among the other states and the District of Columbia. And, it is my great desire that anything I say here today not to be construed to be unappreciative of those efforts. We gratefully thank you for your previous efforts.

However, even with those past efforts there remains this: that we, the public school teachers of North Dakota, are still 50th out of 51st in the nation in terms of average teacher salaries, with only South Dakota being lower.

In the handout:

You can see two tables provided by the National Education Association (NEA). Both tables show the Average Salaries of Public School Teachers. The first table is for 2002 – 2003 and it shows North Dakota teachers receiving an average salary of $33,869. The second table is for 2007-2008, the most recent data the NEA provides, and it shows North Dakota at $40,279 an increase of $6,410 or 18.9 percent over the five year period.

We are grateful for this increase, but as you can see it still leaves us 50th out of 51st in the nation.

Members of the Committee, I am here today, on behalf of North Dakota's educators, to request that you move North Dakota teachers off the bottom.

Please now note Wyoming's rankings in the same two tables:

You can see that in 2002-2003, Wyoming ranked 36th in the nation with an average salary of $38,838. Now using the 2007-2008 table again, Wyoming's average salary has moved to $53,074 and they are in 16th place, an increase of $14,236 or 36.6 percent.

How did this happen?

Quoting from an article in the Casper Star-Tribune printed in September of 2008:

With more dollars available thanks to tax revenue from increasing mineral production, the (Wyoming) Legislature decided to put much more money into its educational system. The state spent $770 million on education in fiscal year 2005 and the amount rose to $1.2 billion for the current fiscal year. The average teacher salary in Wyoming was more than $53,000 in 2007, and the starting salary for teachers in most school districts now tops $40,000. Wyoming is able to attract teachers from Montana, Idaho, and South Dakota (and I would add North Dakota), *often offering them more than $10,000 more a year than they can get in their home states.*

Members of the Committee, I believe that if Wyoming is capable of doing this, so are we.

The North Dakota public is experiencing gains for its workers. Quoting from Governor Hoeven's recent State of the State address, *Personal income has grown by 43 percent - nearly 15 percent faster than the national average. In fact, our per capita income has moved up 12 places, from 38th to 26th among all the states.*

But North Dakota educators are still second from the bottom in terms of average salary, a place we do not believe they deserve to be. While the rest of the state is moving ahead, we, those who educate the children of this state, our most valuable resource, languish near the bottom.

Members of the Committee, I am here today to ask that you appropriate at least an additional $37 million to go with the $105 million Governor Hoeven originally requested in his budget as new money to go to education, bringing the total of that request to $142 million.

Why $37 million?

We based our calculations on the language found in HB 1400, which continues the current policy of directing 70 percent of the formula to go to teacher compensation. It is our belief that in the best case scenario our salaries would only move from 50th to 48th place, based on the assumption that salaries across the nation will increase three percent.

This we show in the second attachment (page 5). It was computed and compiled by our staff. It starts in the second column with the previously mentioned $40,279 North Dakota Average Teacher Salary in 2007-2008. It then moves into third column where NEA estimates where we are this year - $41,534. The following two columns are estimates based on the Governor's budget request with $105 million of new money for education and that 70 percent of new money be placed in teacher salaries. In the final column, it is our projection that we will be in 2010-2011 with the average salary at $46,988, roughly an increase of $5,500 or 13.1 percent for the biennium. Again, this is a very good increase, and we are grateful for the effort.

However, we believe that it is within our reach to do better. We strongly believe that the teachers of this state are better than 50th, they're better than 48th.

An additional $37 million would raise the total appropriations to $142 million in new money. With 70 percent directed to teacher salaries we would move our rank to 35th place, halfway to the average teacher salary in the nation. A figure we believe is fiscally sound and right for North Dakota at this time.

How do we sustain this into the future?

We, the educators of North Dakota, believe a bigger question than sustainability is looming. That being, if not now, when? Members of this committee, your teachers have waited entire careers for the state to be in a position to significantly move their salaries, and now is the time to make that move.

In the end, by moving our salaries to 35th place, North Dakota, like Wyoming, will be in a better position to attract and retain quality teachers for the students of North Dakota. This issue of retention and attraction continues to be a big problem for our state. North Dakota, like other states, faces a shortage by the retirement of baby boomers over the next five years. Recently, I learned that Grand Forks, alone, will need to replace at least 28 teachers before next year because of retirements.

Mr. Chairman, members of this Committee, we ask that you appropriate an additional $37 million in addition to the Governor's proposed budget as new money for education, contained in House Bill 1013, we must be able to retain and recruit quality teachers for the students of North Dakota.

C-11. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS, 2002–03 ($)

1.	CALIFORNIA	56,283
2.	CONNECTICUT	55,962
3.	NEW JERSEY	54,158
4.	MICHIGAN	53,563 *
5	NEW YORK	53,017
6.	ILLINOIS	51,475
7.	PENNSYLVANIA	51,428
8.	RHODE ISLAND	51,076 *
9.	MASSACHUSETTS	50,819
10.	DELAWARE	50,772
11.	DISTRICT OF COLUMBIA	50,763
12.	ALASKA	49,685
13.	MARYLAND	49,677
14.	OREGON	47,600
	UNITED STATES	**45,891**
15	GEORGIA	45,533
16.	OHIO	45,490
17.	INDIANA	44,966
18.	WASHINGTON	44,958
19.	MINNESOTA	44,745
20.	HAWAII	43,944
21.	VIRGINIA	43,152
22.	NORTH CAROLINA	43,076
23.	WISCONSIN	42,775
24.	COLORADO	42,679
25.	NEW HAMPSHIRE	41,909
26.	NEVADA	41,795
27.	VERMONT	41,491
28.	ARIZONA	40,894 *
29.	SOUTH CAROLINA	40,362
30.	FLORIDA	40,281
31.	IDAHO	40,148
32.	TEXAS	39,974
33.	TENNESSEE	39,677
34.	IOWA	39,059
35.	KENTUCKY	38,981
36.	WYOMING	38,838
37.	MAINE	38,518 *
38.	WEST VIRGINIA	38,481
39.	UTAH	38,268
40.	ALABAMA	38,246
41.	NEBRASKA	37,896
42.	OKLAHOMA	37,795
43.	ARKANSAS	37,763
44.	MISSOURI	37,658
45.	LOUISIANA	37,166
46.	NEW MEXICO	36,965
47.	MONTANA	35,754
48.	OKLAHOMA	34,827
49.	MISSISSIPPI	34,555 *
50.	NORTH DAKOTA	33,869 *
51.	SOUTH DAKOTA	32,416
	MEDIAN	41,795
	RANGE	23,867
	SDEV.	6,232
	CV	14

NEA Research, Estimates Database (2004).

C-11. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS, 2007–08 ($)

1.	CALIFORNIA	64,424 *
2.	NEW YORK	62,332
3	CONNECTICUT	61,976
4.	NEW JERSEY	61,277 *
5	DISTRICT OF COLUMBIA	60,628 *
6.	ILLINOIS	60,474
7.	MASSACHUSETTS	60,471
8.	MARYLAND	60,069 *
9.	RHODE ISLAND	57,168 *
10.	ALASKA	56,758
11.	MICHIGAN	56,096 *
12.	DELAWARE	55,994
13	PENNSYLVANIA	55,833 *
14.	OHIO	53,410
15.	HAWAII	53,400
16	WYOMING	53,074
	UNITED STATES	**52,308** *
17	OREGON	51,811
18.	GEORGIA	51,560
19.	MINNESOTA	50,582 *
20.	WASHINGTON	49,884
21	WISCONSIN	49,051
22.	INDIANA	48,508
23.	NEVADA	47,710
24.	NEW HAMPSHIRE	47,609 *
25.	NORTH CAROLINA	47,354
26.	COLORADO	47,248
27.	KENTUCKY	47,207
28.	LOUISIANA	46,964
29.	FLORIDA	46,930
30.	VIRGINIA	46,796 *
31.	IOWA	46,664
32.	ALABAMA	46,604
33.	VERMONT	46,593 *
34.	TEXAS	46,179
35.	ARKANSAS	45,773 *
36.	ARIZONA	45,772
37.	SOUTH CAROLINA	45,758
38.	KANSAS	45,136
39.	NEW MEXICO	45,112
40.	TENNESSEE	45,030 *
41.	IDAHO	44,099
42.	OKLAHOMA	43,551
43.	MAINE	43,397
44.	MISSOURI	43,206
45.	NEBRASKA	42,885
46.	MONTANA	42,874
47.	WEST VIRGINIA	42,529
48.	MISSISSIPPI	42,403 *
49.	UTAH	41,615 *
50.	NORTH DAKOTA	40,279
51.	SOUTH DAKOTA	36,674
	MEDIAN	47,248
	RANGE	27,750
	SDEV.	6,733
	CV	14

NEA Research, Estimates Database (2008)

Rank	State	2007-2008 NEA Rankings	State	2008-2009 NEA Estimate	2009-2010 w/70% Gov's budget	2010-2011 w/70% Gov's budget
	ND	$ 40,279.00	xxxxx	$ 41,534.00	$ 45,620.00	$ 46,988.60
					NEA x 3%	NEA x 3%
	US Avg	$ 52,308.00	US Avg	$ 53,877.24	$ 55,493.56	$ 57,158.36
17	OR	$ 51,811.00	GA	$ 53,270.00	$ 54,868.10	$ 56,514.14
18	GA	$ 51,560.00	OR	$ 52,950.00	$ 54,538.50	$ 56,174.66
19	MN	$ 50,582.00	WA	$ 51,970.00	$ 53,529.10	$ 55,134.97
20	WA	$ 49,884.00	MN	$ 51,938.00	$ 53,496.14	$ 55,101.02
21	WI	$ 49,051.00	WI	$ 50,424.00	$ 51,936.72	$ 53,494.82
22	IN	$ 48,508.00	NV	$ 50,067.00	$ 51,569.01	$ 53,116.08
23	NV	$ 47,710.00	KY	$ 49,539.00	$ 51,025.17	$ 52,555.93
24	NH	$ 47,609.00	LA	$ 49,284.00	$ 50,762.52	$ 52,285.40
25	NC	$ 47,354.00	IN	$ 49,198.00	$ 50,673.94	$ 52,194.16
26	CO	$ 47,248.00	IA	$ 48,969.00	$ 50,438.07	$ 51,951.21
27	KY	$ 47,207.00	NH	$ 48,934.00	$ 50,402.02	$ 51,914.08
28	LA	$ 46,964.00	AL	$ 48,906.00	$ 50,373.18	$ 51,884.38
29	FL	$ 46,930.00	CO	$ 48,707.00	$ 50,168.21	$ 51,673.26
30	VA	$ 46,796.00	NC	$ 48,603.00	$ 50,061.09	$ 51,562.92
31	IA	$ 46,664.00	VA	$ 48,554.00	$ 50,010.62	$ 51,510.94
32	AL	$ 46,604.00	FL	$ 48,126.00	$ 49,569.78	$ 51,056.87
33	VT	$ 46,593.00	AZ	$ 47,937.00	$ 49,375.11	$ 50,856.36
34	TX	$ 46,179.00	SC	$ 47,704.00	$ 49,135.12	$ 50,609.17
35	AR	$ 45,773.00	VT	$ 47,697.00	$ 49,127.91	$ 50,601.75
36	AZ	$ 45,772.00	AR	$ 47,145.16	$ 48,559.51	$ 50,016.30
37	SC	$ 45,758.00	KS	$ 46,987.00	$ 48,396.61	$ 49,848.51
38	KS	$ 45,136.00	NM	$ 46,490.08	$ 47,884.78	$ 49,321.33
39	NM	$ 45,112.00	TN	$ 46,278.00	$ 47,666.34	$ 49,096.33
40	TN	$ 45,030.00	TX	$ 46,179.00	$ 47,564.37	$ 48,991.30
41	ID	$ 44,099.00	OK	$ 45,702.00	$ 47,073.06	$ 48,485.25
42	OK	$ 43,551.00	ID	$ 45,439.00	$ 46,802.17	$ 48,206.24
43	ME	$ 43,397.00	ME	$ 44,731.00	$ 46,072.93	$ 47,455.12
44	MO	$ 43,206.00	MO	$ 44,712.00	$ 46,053.36	$ 47,434.96
45	NE	$ 42,885.00	WV	$ 44,625.00	$ 45,963.75	$ 47,342.66
46	MT	$ 42,874.00	MS	$ 44,498.00	$ 45,832.94	$ 47,207.93
47	WV	$ 42,529.00	MT	$ 44,426.00	$ 45,758.78	$ 47,131.54
48	MS	$ 42,403.00	NE	$ 44,120.00	$ 45,443.60	$ 46,806.91
49	UT	$ 41,615.00	UT	$ 42,335.00	$ 43,605.05	$ 44,913.20
50	ND	$ 40,279.00	ND	$ 41,534.00	$ 42,780.02	$ 44,063.42
51	SD	$ 36,674.00	SD	$ 38,017.00	$ 39,157.51	$ 40,332.24

Move to 35th						
	2006-2007	NEA Rankings 2007-2008	NEA Rankings 2008-2009	Inflation Adjusted for 2009-2010	Assumption of 3% raise for 2010-2011	
35th Average teacher salary	$ 43,646.00	$ 45,773.00	$ 47,697.00	$ 49,127.91	$ 50,601.75	
North Dakota Average Teacher Salary	$ 38,822.00	$ 40,279.00	$ 41,534.00	$ 42,780.02	$ 44,063.42	
Difference	$ 4,824.00	$ 5,494.00	$ 6,163.00	$ 6,347.89	$ 6,538.33	
Number of ND teachers			7703.8	7703.8	7703.8	
						TOTAL COST ESTIMATE
Funding increase to raise salaries to 35th				$ 48,902,875	$ 50,369,961	$ 99,272,836 Salaries
Which is 70% of Total Aid.				$ 69,861,250	$ 71,957,087	$ 141,818,337 Total Aid

North Dakota LEAD CENTER

Leadership & Educational Administration Development
121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

Same testimony to the Senate

Testimony on HB 1013

By

Dr. Jim Stenehjem, Executive Director—ND LEAD

Chairman Holmberg and members of the Committee, for the record my name is Jim Stenehjem and I am the executive director of the ND LEAD Center and I am here to testify in support of the increase in funding for the ND LEAD Center during the 2009-2011 biennium.

The North Dakota Leadership & Educational Administration Development (LEAD) Center was established in 1987 as part of a national educational improvement initiative. It is interesting that in 2009, the No Child Left Behind National Initiative has fundamentally changed our mission in schools from providing opportunities for students to learn, to ensuring all students are prepared for the next level of learning, whether that is the world of work or higher education. Quality leadership is critical during this time of changing expectations.

The North Dakota LEAD Center is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. LEAD's energies are focused in three areas: professional development programs, support services and technical assistance to schools including a resource library, and collaborating with universities in an early career and future leader development program to identify and develop beginning school leaders.

During the past twenty years the ND LEAD Center has provided over 550 workshops to over 11,000 participants. A list of the types of workshops and services is attached.

ND LEAD is requesting an increase of $15,000 over the 2009-2011 biennium. This request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees.

Chairman Holmberg and members of the Senate Appropriations Committee, this concludes my testimony. I have attached additional information about the ND LEAD Center to my testimony that you may read at your convenience. I encourage your committee to give support the increase in funding to the ND LEAD Center. At this time I would be happy to answer any questions that you have in regard to my testimony.

Strategic Pla

Strategic Planning services are offered at two levels: 1) strategic planning facilitator training and 2) strategic planning assistance. During Facilitator Training, participants learn strategies and best practices for leading the strategic planning process in their own district or as a consultant to another district. Topics include: assessing the environment; identifying strategic issues; clarifying or establishing mission and core beliefs; clarifying or establishing vision; establishing strategic goals and objectives; formulating action plans; and establishing systems to monitor progress and evaluate success. Participants also learn a variety of group-process techniques that enhance strategic planning facilitation. Facilitator Training is offered in a flexible one- or two-day format depending on the needs and experience level of the participants. If a district or school wishes to engage an independent consultant to guide them through the strategic planning process, Strategic Planning Assistance meets this need. Through the Assistance program, a LEAD Center facilitator works with a district or school to customize and facilitate a strategic planning process to meet local needs.

School Administrator Skills Program (SAS)

Four skill areas critical for success as a school administrator are emphasized in this program: educational leadership, resolving complex problems, communication, and developing self and others. SAS participants acquire knowledge and skills through demonstrations and realistic simulations. Learning is enhanced through on-the-spot feedback and coaching. Professional growth plans are developed and implemented with the support of peer mentors. Although SAS is designed as a three-day course, a flexible schedule may be arranged.

For more information, write or call:

Jim Stenehjem, EdD
Director
ND LEAD Center
121 East Rosser Avenue
Bismarck, ND 58501
701-258-3022
jim.stenehjem@ndlead.org

North Dakota
LEAD
CENTER

Additional Programs and Online Tools Available through the ND LEAD Center

"Developing Excellence in Educational Leadership"

About ND LEAD

The North Dakota Leadership & Educational Administration Development (LEAD) Center was established in 1987 as part of a national educational improvement initiative. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees. LEAD's governing body is an eleven-member board of directors. The board is comprised of representatives of the North Dakota Council of Educational Leaders (NDCEL), the Department of Public Instruction (DPI), the ND Department of Career and Technical Education (NDCTE), the University of North Dakota (UND), Tri-College University (TCU), the University of Mary, and minorities.

Programs and Services

Brain Research & Effective Instruction - This program is designed to help teachers and administrators deepen their understanding of how the human brain processes sensory input and the implications of this new knowledge on the teaching and learning process.
School Emergency Response Planning - This program provides emergency planning guidance to the people responsible for developing or maintaining an effective school safety program.

Breaking Ranks II - (One two-day session) This program aims to improve the learning experience of every high school student by providing high school principals and high school leadership teams with strategies for implementing successful school improvement initiatives.

Breaking Ranks In the Middle - (One two-day session).This program aims to improve the learning experience of every middle level school student by providing middle level principals and middle level school leadership teams with strategies for implementing successful school improvement initiatives.

Data, Standards, & Learning - (One two-day session) This course is designed to provide classroom educators and school leaders with training in data-based school decision-making that will lead to increased achievement for all students.

Instructional Leadership Academy - (45 hours over three sessions) The most important job of a school leader is providing leadership that results in improved student learning. Effective instructional leaders possess knowledge and skills in three major areas: curriculum, instruction, and assessments. The Instructional Leadership Academy focuses primarily on the knowledge and skill base required to improve instruction in a school.

LEADership Academy - (One two-day session) This program aims to help school leaders increase their knowledge and skills to lead improvement efforts in their school or school district. Included are a rich variety of organizational and personal growth topics designed to support school leaders in their efforts to increase student achievement and academic results.

Leading for Results Academy - (Five days, two two-day sessions with one-day follow-up) This program aims to help participants increase their knowledge and skills in order to provide the necessary leadership to increase the achievement of all students. Particular emphasis is placed on closing the achievement gap between higher and lower performing students such as those with disabilities or those who are at risk.

Love and Logic - (Two-day session) Love and Logic is a school discipline approach that builds self discipline. This common sense approach to classroom management and school-wide discipline planning focuses on handing back to students the problems they cause and replacing the typical educator responses of anger, lectures, threats, or repeated warnings with empathy followed by logical consequences.

Strategic Exploration - (One or two-day session) This process has been developed to help schools and organization plan for the future. The Joel Barker Implications Wheel is utilized with participants as future implications are developed around a central question. The Implications Wheel® is one of Joel Barker's Strategic Exploration Tools and one that best exemplifies the use of the "Scouting" metaphor. It is designed to explore the implications, positive and negative, an event, a trend, an innovation, or a new strategic objective. It is designed to be fast, qualitative, scout in many directions, and provide decision-enhancing information.

School Emergency Response Planning
This course provides emergency planning guidance to those responsible for developing and maintaining an effective safety and emergency response program for schools. Developed in cooperation with the North Dakota Division of Emergency Management, this course provides school and community leaders with knowledge and skills to help make schools as safe as possible for children and to minimize potential harm in the event of emergencies and disasters.

Early Career & Future Leader Development

In a cooperative effort with three universities, the ND LEAD Center aims to promote better-trained school leaders and more effective schools through identifying and developing aspiring school leaders and supporting them through mentoring relationships with practitioners in the field. Major components of the project include: 1) an activity to identify and recruit school leaders (Aspiring School Leaders Conference), 2) assessment activities to identify, select, and develop school leaders (Developmental Assessment Center; Developing the 21st Century Principal), and 3) development and support activities (Mentoring and Coaching; Early-Career School Leaders Conference).

Aspiring School Leaders' Conference
This program aims to provide information and assistance to help aspiring school leaders address two questions: 1) "Is school leadership right for me?" and 2) "Am I right for school leadership?" During this program, participants interact with successful school principals and experience "what it's like to be a principal" through job-like simulations. Participants also receive information about credentialing requirements, graduate school preparation programs, and current trends in professional development for school administrators.

RESOURCE LIBRARY

An extensive library of videos, cassette tapes, and cds are available for North Dakota Educational Leaders. This library is online, and can be accessed by going to ndlead.org Users are charged a minimal fee for postage for use of the materials.

ONLINE TOOLS

A number of online assessment tools have been developed and are available to North Dakota Educational Leaders. These are available for free in paper versions, or at a minimal fee of $45 for online versions. The following is a list of online tools available.

- **How Well Do We Serve Each Student**
- **Academic Rigor and Support**
- **Breaking Ranks II Recommendations**
- **Core 1 - Collaborative Leadership and Professional Learning Communities**
- **Core 2 - Personalization and the School Environment**
- **Core 3 - Curriculum, Instruction, and Assessment**
- **Parent Survey**
- **Faculty Survey**
- **Student 7-12 Survey**
- **Student 3-6 Survey**
- **Transforming Concepts of a World-Class Organization (WCO) Survey: Quality Concepts (QC) Survey**
- **Test Support and Deterrent Analysis**
- **21st Century School Administrator Skills (SAS)**
- **Educational Leadership Profile (ELP)**
- **Superintendent Leadership Assessment (SLA)**

Additional ND LEAD Programs

Early-Career School Leaders' Conference
The objectives of this conference are to provide early-career principals and superintendents with an opportunity to hear from and interact with experienced practitioners about timely topics and for participants to network with each other. The Early-Career School Leaders' Conference is a one-day event presented by individual or panels of experienced educational leaders. The format of the conference allows participants to learn and interact around general topics such as Public Relations and Dealing With Difficult People as well as role-specific topics such as Budget and Finance for superintendents and Instructional Supervision for principals.

Principle-Centered Leadership is an integrated approach to personal, interpersonal, managerial, and organizational effectiveness. This program helps participants apply The Seven Habits of Highly Effective People at the organizational level. Throughout the program, participants learn how to enhance their leadership abilities at four levels: Modeling, Pathfinding, Aligning, and Empowering. Participants come away understanding how to make better decisions that are guided by correct principles. Learning takes place through direct and video-based instruction, group interaction, and individual application. Three days are required for this course. However, a flexible schedule is offered ranging from three consecutive sessions to multiple sessions over the course of several months.

Peer Mentoring and Coaching
In addition to instructional leadership provided by a building principal, the level of instructional effectiveness in a building may be raised through peer mentoring and coaching. This program is designed to provide classroom teachers with high-level training to improve their abilities as peer mentors and instructional leaders. Participants first become familiar with the current literature on best practices and research relating to effective mentoring.
These include developing a relationship, professional growth planning and implementation, and cultivating collegial relationships. Next participants become familiar with current literature and research related to instructional strategies and cognitive peer coaching. They learn a variety of developmentally appropriate peer coaching strategies that lead to improved instructional abilities and increased student learning. Peer Mentoring and Coaching is offered in multiple phases over the course of a year.

Communication Styles
People develop habits of communicating and interacting with others by repeating behaviors that make them feel comfortable or meet their needs. Understanding these habits and behavior patterns, understanding why people affect each other the way they do, and learning how to use this information for more effective communication and more productive teams are the themes emphasized in the Communication Styles program. Participants discover their own tendencies and strengths and weaknesses, along with those of others, using the DiSC Personal Profile System, a nationally recognized instrument for identifying interpersonal behavior patterns. Participants expand their interpersonal communication skills through simulations and role-plays.

Team Dimensions
The purpose of this program is to help educational leaders to better understand the various strengths and approaches individuals bring to a team and how these factors influence individual's attitudes and receptiveness to change. Participants learn about the change cycle and typical patterns of behavior people exhibit while they experience change. Participants also learn about people's preferences and natural tendencies that might enhance or detract from an innovation team's efforts to create, advance, refine, and execute a new idea. Team Dimensions participants discover their own preferences and strengths and weaknesses, along with those of others, using the Team Dimensions Profile, a nationally recognized instrument for identifying one's aptitude and attitude for innovation and change. Participants expand their skills for leading and managing change through simulations and role-plays.

Developmental Assessment Center (DAC)
DAC identifies aspiring school administrators' leadership skills and assists them in planning their professional development. The program identifies strengths and potential problem areas in four broad skill categories: administrative, interpersonal, communication, and self-knowledge. The process is designed to help aspiring school leaders by providing base-line data to be used in short- and long-term professional development planning. DAC is an integral part of the educational leadership preparation programs at the University of North Dakota and North Dakota State University. The program also is offered to early-career principals as a professional growth experience to help diagnose their skills and prepare individual development plans. DAC is a one-day event with an individual follow-up consultation.

Developing the 21st Century Principal (D21)
D21 is a comprehensive assessment process that identifies performance abilities in three general areas of educational leadership and nine specific skill dimensions identified as critical for success in the principalship. The process serves as an authentic performance demonstration at the end of graduate students' preparation programs in educational leadership. It also provides participants with objective information about their leadership strengths and improvement needs to be used in preparing for on-the-job performance and planning future professional development activities. D21 is similar to the Developmental Assessment Center (DAC); however, D21 assesses the level of skill demonstrated using the complete range of a skill continuum (strength, competency, developmental zone, noticeable problem area, and derailer). During the assessment center, participants perform a series of activities that simulate the tasks of a school principal. A staff of experienced educational leaders, who have been trained as "assessors," observe and analyze participants' work to determine the level of skill demonstrated. D21 is a one and one-half day event during which participants receive immediate verbal feedback along with a written assessment report and follow-up consultation

D21 Assessor Training
The D21 program is staffed by experienced practitioners, called "assessors," who have been specially trained to observe, record, and analyze behavior; provide specific feedback; and write comprehensive follow-up reports. Assessors must be knowledgeable, credible, and committed to serving and advancing the profession. D21 Assessor Training is a two-day event in which trainees learn the theoretical underpinnings and practice all aspects of the program. To ensure integrity of the process, all trainees must be certified before serving as D21 assessors.

Mentoring and Coaching Training
The aim of mentoring and coaching is to support the growth and development of aspiring and early-career school administrators in the state. Formal Mentoring and Coaching Training eliminates some of the chance and trial and error of informal mentoring and increases the likelihood that mentoring relationships will be successful when they take place. Mentors must be knowledgeable, credible, and, most of all, genuinely interested and committed to helping an aspiring or early-career administrator grow professionally. During the two-day event, trainees learn "best practices" for initiating and sustaining mentoring relationships and enhance their skills through simulations and role-plays.

Mentor Relationships
Mentors are experienced role models who guide the professional development of less experienced individuals through coaching and advising. Mentoring relationships provide leadership development support for graduate students as well as on-the-job support for early-career administrators.

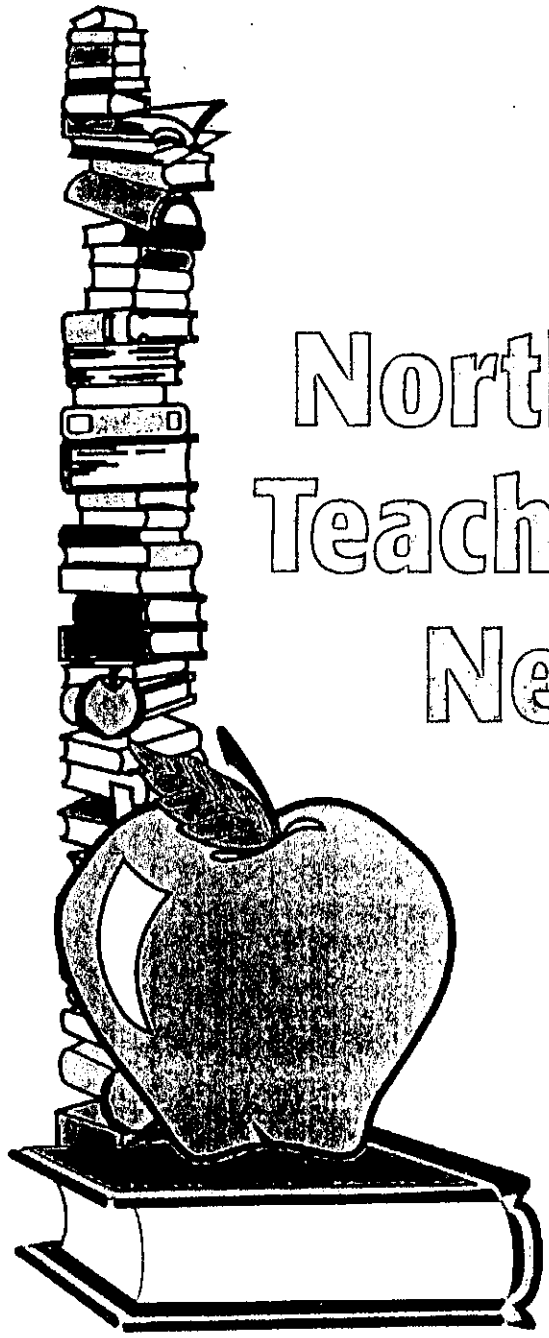
For more information, write or call:

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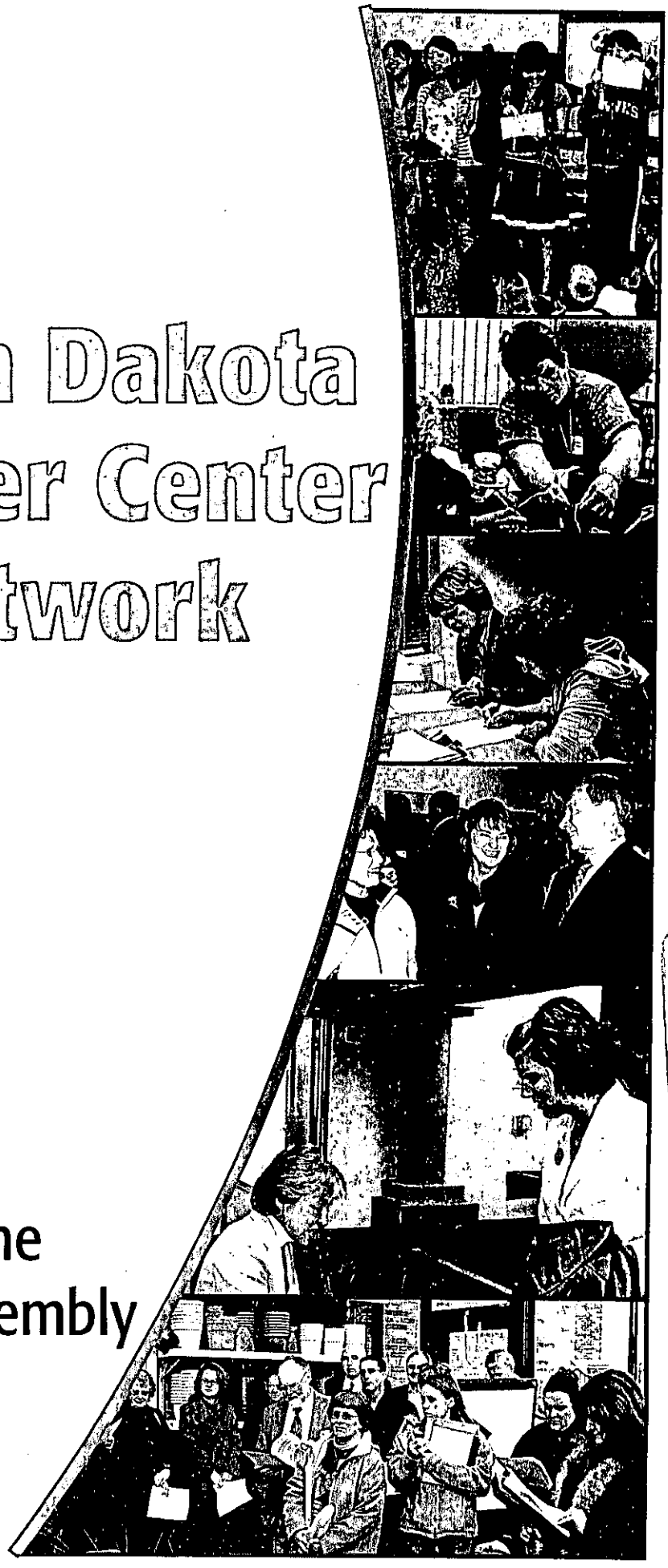
North Dakota
LEAD CENTER

The North Dakota LEAD Center is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. LEAD's energies are focused in three areas: ***professional development programs, support services and technical assistance*** *to schools including a* ***resource library,*** *and collaborating with universities in an* ***early career and future leader development*** *program to identify and develop beginning school leaders.*

"Developing Excellence in Educational Leadership"



North Dakota Teacher Center Network



Prepared for the 61st Legislative Assembly

January 2009

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President's Letter

Dear N.D. Legislator:

Since their inception over 30 years ago, North Dakota teacher centers have been providing professional development to educators throughout North Dakota.

The role of teacher centers, in the changing face of education needs, continues to be imperative.

The North Dakota Teacher Center Network (NDTCN) is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state in the most important work there is ... that of preparing the next generation for the world.

Teacher centers have evolved over the past few years:

- **We are collaborating directly with universities to work with preservice teachers as well as co-sponsors events.**
- **With the addition of the Regional Education Associations (REAs) in North Dakota, teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REAs in their regions.**
- **Teacher centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.**

A few facts for 2007-2008:

- 222 courses were offered through the teacher centers,
- 6,388 educators participated in the above workshops,
- 24 HIV/AIDS awareness workshops were offered,
- 7,462 teachers were served by teacher centers, and
- 750 preservice teachers were served.

Our funding request for the 2009-2011 biennium is $360,000. This would allow $20,000 for each center per year. This seed money will allow the centers to continue to build their services to teachers.

As federal grant funding has dried up, it has become increasingly more difficult to receive grants. This new request will help the 30-year legacy of the North Dakota teacher centers continue to serve educators in North Dakota. Your support of the NDTCN is greatly appreciated. I would welcome any opportunity to speak with you individually on this important expenditure.

Sincerely,

Marty Odermann-Gardner

Marty Odermann-Gardner
President, NDTCN
Director, West River Teacher Center, Dickinson
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701-483-2166

Overview

Mission

The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

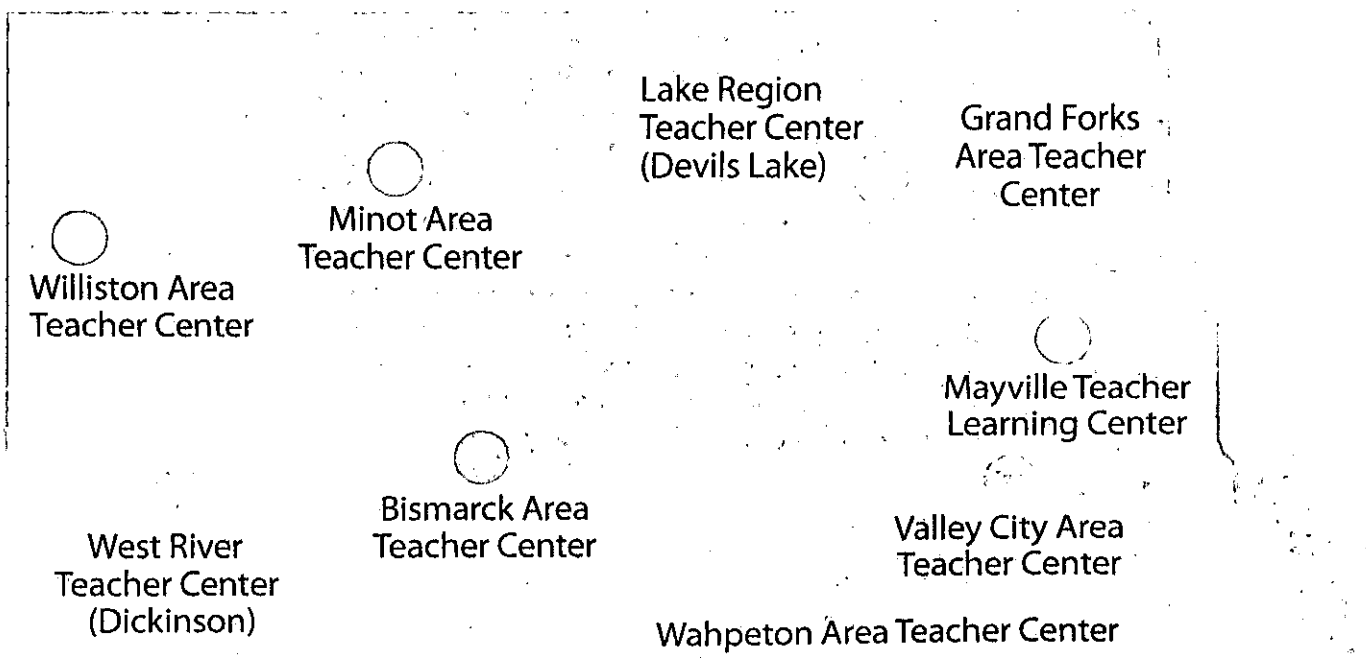
Goals

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, state agencies and institutions of higher education for professional development of preservice and inservice teachers.
3. Communicate via print and/or electronic mediums to all constituents.

Results

For more than 30 years, the NDTCN has been providing quality professional development to educators throughout North Dakota. During the 2007-2008 school year, the NDTCN:

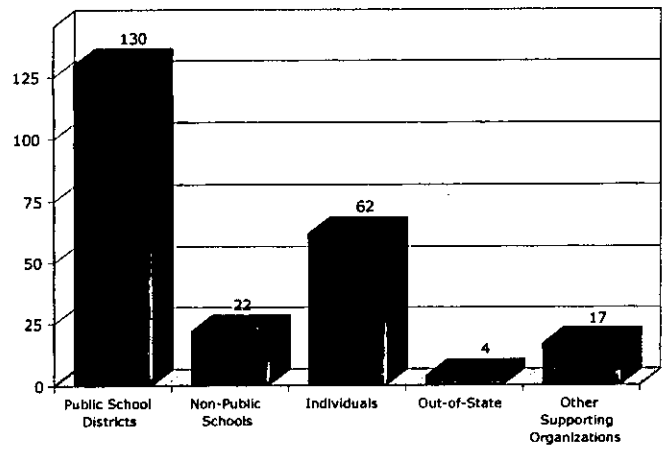
- Served 7,462 teachers, 750 preservice teachers and 67,391 students.
- Offered 222 educational courses to 6,388 participants.
- Partnered with 109 non-school educational agencies within North Dakota and Minnesota.
- Supported 235 dues-paying members, including public school districts, non-public schools and individuals.
- Made available for check out thousands of educational resources.
- Distributed informational newsletters monthly.



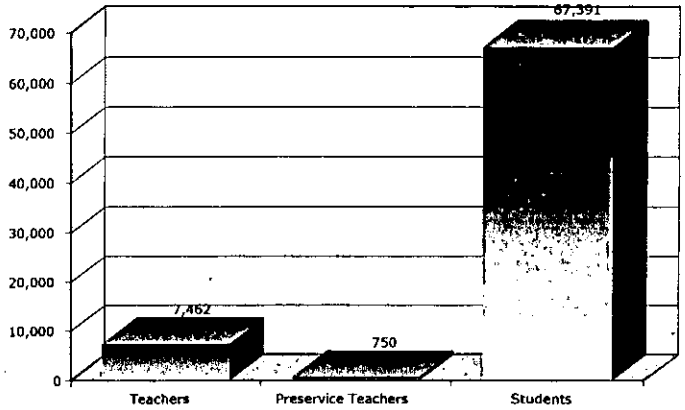
Services

The nine teacher centers had a total of 235 dues-paying members for Fiscal Year 2007-2008. All nine centers sponsored professional development programs with 6,388 participants in 222 courses.

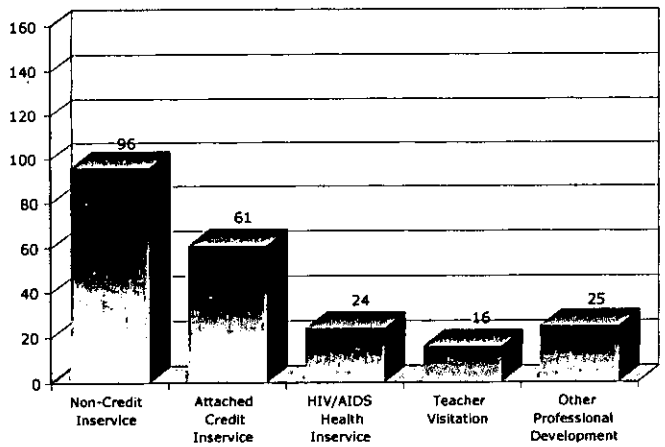
Types of Members



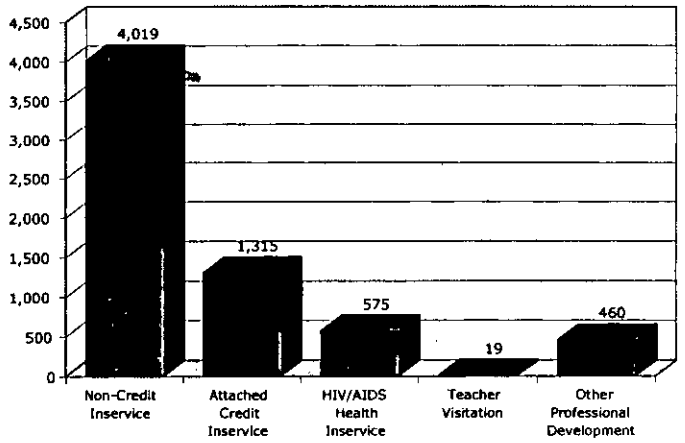
Clients Served



Professional Development Courses Offered



Professional Development Course Participants



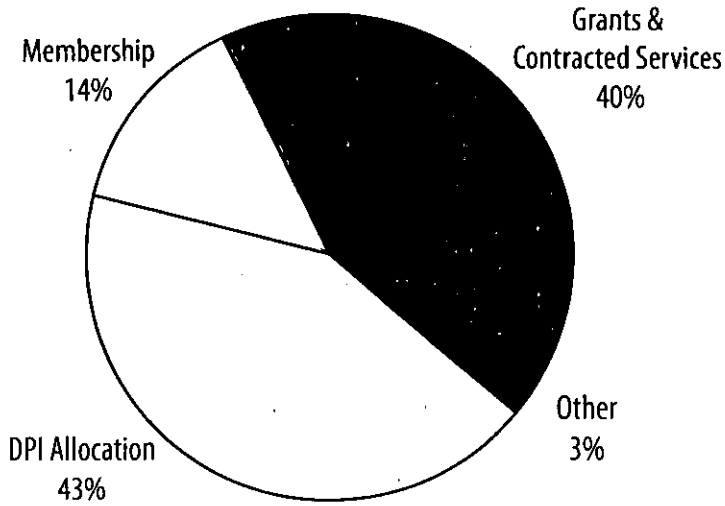
Financial Support

The centers rely on two types of financial support: revenue and in-kind contributions.

In 2007-2008, the nine centers reported combined revenue of $317,836 and combined in-kind contributions of $263,556.

Both sources are critical to the continued operation of the teacher centers.

Revenue



Contact Information

The North Dakota Teacher Center Network (NDTCN) is made up of the nine teacher centers across the state. Each center is governed by an independent policy board and managed by a director/coordinator.

Bismarck Area Teacher Center
Darlene Schwarz, Director
Hughes Education Center
806 N Washington St
Bismarck, ND 58501-3623
darlene_schwarz@bismarckschools.org
701-323-4075
http://www.bismarckschools.org/district/library/tc/

Grand Forks Area Teacher Center
Valeria Becker, Director
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PO Box 7189
Grand Forks, ND 58202-7189
valbecker@mail.und.nodak.edu
701-777-4394
www.und.nodak.edu/dept/tcenter

Lake Region Teacher Center
Jennifer Carlson, Director
205 16th St NW
Devils Lake, ND 58301-3649
jennifer.carlson.1@sendit.nodak.edu
701-662-7650
www.lrtc.dlschools.org

Mayville Teacher Learning Center
Mary Geffre, Coordinator
330 3rd St NE
Mayville, ND 58257-1299
m_geffre@mayvillestate.edu
701-788-4710
www.mayvillestate.edu/student_life/family.cfm

Minot Area Teacher Center
Deb Sisco, Coordinator and NDTCN Vice President
1609 4th Ave NW
Minot, ND 58703-2911
deb.sisco@sendit.nodak.edu
701-857-4467
www.minot.k12.nd.us/tlc

Valley City Area Teacher Center
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101 College St SW
Valley City, ND 58072-4098
sandy.zahn@sendit.nodak.edu
701-845-7221
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Wahpeton Area Teacher Center
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Wahpeton, ND 58076-0002
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701-483-2166
www.dickinsonstate.edu/WRTC.asp

Williston Area Teacher Center
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PO Box 1326
Williston, ND 58802-1326
Sandra.schilke@sendit.nodak.edu
701-774-4270
www.wsc.nodak.edu/alumnifriends/TLC/

Services and Partners

Bismarck Area Teacher Center

The Bismarck Area Teacher Center is integrated with the Bismarck Public Schools' District Library Media Center. Many indicators show the success of the partnership and the essential services for teachers.

- Statistics show the increase in membership; in the last three school years, even though a few school districts closed, 13 new public and private schools serving pre-K through university level have become teacher center members.
- The center has had a dramatic increase in usage in number of resources circulated among educators. For example, 597 resources were circulated in September 2006, 956 resources in September 2007, and 1,212 resources in September 2008. With the partnership, teacher center membership schools have access to more than 11,000 instructional resources, valued at more than $1 million. Resources include DVDs, videos, kits, puppets, models, trunks, audio-books, books/computer discs, professional journals and books, traveling kits, K'NEX kits, inflatable walk-in whales and Starlab portable planetariums.
- The teacher center supports professional development and distributes a newsletter.
- The partnership provides a place for teachers and university education students to come to collaborate, to use the resources and equipment, and to prepare lessons.
- The center provides equipment, such as the VariQuest electronic cutout maker, button maker, Ellison die cut machines, laminator, pouch laminator, spiral book maker, etc.
- To verify the support of the partnership, in March 2008, an online survey of public and private schools in the Bismarck area showed strong support for the partnership to provide teacher center services. The district library with teacher center services takes an active role in student learning to increase academic achievement.

Grand Forks Area Teacher Center

- The teacher center supports and advertises professional development.
- HIV/AIDS workshops are provided for both the student teachers and educators in the surrounding areas.
- The center maintains a resource library of materials for preservice teachers attending the University of North Dakota, home-based instruction parents and area teachers to use in the classroom.

Lake Region Teacher Center

Lake Region Teacher Center benefits include:

- Bi-monthly newsletters with the latest in education news and professional development opportunities.
- Access to all materials housed at the teacher center and the Lake Region Special Education Media Center in person or via the website at: www.lrtc.dlschools.org. Materials can be delivered by itinerant teachers or through interschool mail.
- Reduced cost membership and classes offered through Northeast Education Services Cooperative (NESC).
- Free use of the Ellison die cutter and assorted dies.
- HIV/AIDS grant dollars to update DPI requirements; grant dollars pay class costs, mileage, stipends and a meal.
- Fund of $500 to reimburse a school for the cost of a substitute teacher hired during a teacher's visitation to another classroom as a professional development opportunity.
- Facilitation of grade level and/or content area teacher groups to encourage sharing of ideas and communicating to support professional growth.
- Coordination of professional development with other agencies such as: NESC, ND Water Commission, Project Learning Tree (PLT), ND Game and Fish Department and Marketplace for Kids.

Mayville Teacher Learning Center

Mayville Teacher Learning Center (TLC) was established in 1980 for the expressed purpose of providing professional development for educators in the area and pre-professional students of Mayville State University.

- The Mayville TLC collaborates with the Red River Valley Education Cooperative to provide pre-school workshops and supervise the follow-up book studies. New resource materials to be used in the follow-up activities are housed in the Mayville TLC.

- The Mayville TLC provides space and resources to the pre-professionals for student/teacher interaction such as the Nature Trail Experience, the fourth grade experience for pre-student teachers, and outer space workshop.
- HIV/AIDS workshops are provided for both the student teachers and educators in the surrounding areas.
- Equipment purchased by the TLC for the use of both educators in the area and education students at Mayville State University include a die cutting machine, Variquest design center, and a host of books and media material on topics from math and science to reading and health.
- Among the partners of the Mayville TLC are Mayville State University, ND Forest Service, ND Department of Health, Red River Valley Education Cooperative, NASA Regional Center and the ND Department of Public Instruction.

Minot Area Teacher Center

- The Minot Area Teacher Center provides a resource library of materials for preservice teachers attending Minot State University, home-based instruction parents and area teachers to use as supplements to classroom materials.
- The teacher center also provides professional development for area teachers and assists administrators in providing classes in their own buildings.
- The teacher center has a coordinator who works with the local policy board. This board is primarily made up of teachers and local administrators. There is representation from the local university and general public.
- The teacher center is open Monday through Friday, 8:00 a.m. - 4:30 p.m. This is a great asset of the center because teachers can stop by any time of the day to pick up or return materials.
- The teacher center also provides activities for students such as the Scandinavian Youth Camp, Høstfest in the Schools, summer school events and STARLAB open houses.

Valley City Area Teacher Center

The Valley City Area Teacher Center (VCATC) serves 22 school districts in the Valley City area.

- The VCATC plays an important part in communicating with area educators on professional development opportunities available. A monthly newsletter goes out to each member educator.
- The VCATC is housed in the curriculum library of Valley City State University (VCSU). Recently its resources merged into one, making all materials/resources available to both VCSU preservice teachers and member teachers.
- The VCATC organizes all the HIV training for the area teachers and the VCSU preservice teachers.
- The VCATC coordinates the member schools' usage of the portable planetarium, Ellison machine, the whale, and the Wet and Wild boxes.
- The VCATC recently formed a partnership with the South East Education Cooperative (SEEC). The VCATC director is shared with the SEEC and works in the area of professional development. That partnership serves 33 school districts and over 3,000 area educators.

Wahpeton Area Teacher Center

The Wahpeton Area Teacher Center is vital to the southeast area of the state. The center serves 10 different school districts. Four of those schools do not fall within the South East Education Cooperative (SEEC).

- The teacher center has a large educational library that is available to all teachers. Teachers are encouraged to check out materials from the library to use in their classroom.
- The teacher center also offers binding services, laminating, a meeting place for teachers, shop talks and other professional development opportunities.
- The teacher center is a vital part of the community; it helps provide courses and support to those schools that otherwise could not afford them.
- The teacher center offers reimbursement to teachers for professional development classes. Some of these classes take place at the center and others take place on college campuses.
- The teacher center collaborates with different organizations throughout the community. Some of these organizations are the North Dakota State College of Science, Wahpeton Area Public Schools, North Dakota State University, YMCA of Cass and Clay Counties and most recently a partnership with the SEEC.

West River Teacher Center

The primary goal of the West River Teacher Center (WRTC) is to provide professional development to educators in our region. The WRTC is an integral part of the Dickinson State University (DSU) Department of Teacher Education. In this role, we work with preservice teachers and teachers in the field. We have many partners in the community including the Roughrider Educational Services Program (RESP). Partnered events comprise the following categories:

- In-services
- Credit and non-credit workshops
- Book study groups
- Content level meetings
- Topical seminars
- Newsletters

The WRTC also works with area schools to assist educators in collaborating on events and activities that will add to the curriculum.

- World Voices Project
  - World Voices places international DSU students in sixth grade classrooms in the area.
  - RESP and Dickinson Public Schools are involved in this project.
  - Two hundred ninety-five (295) sixth grade students were involved in spring 2008.
- Nurse Camp
- Changing Program
  - The Changing Program is a collaborative project between the Dickinson Public Schools (DPS), selected RESP schools, Southwest District Health Center, Partners in Parenting and the DSU Nursing Program.
  - The program is a health-based curriculum for fifth and sixth graders. The director of the WRTC offers support by facilitating the teaching sessions for the nurses and providing the HIV/AIDS materials for all of the nursing students.
- Women's Voices
  - The project includes WRTC, DSU faculty and staff, RESP and DPS.
  - The project sponsors four events in March for Women's History Month.
  - Presenters last year included women writers in our region, including DSU faculty, DSU students, DPS faculty, community women and retired DSU faculty.

Williston Area Teacher Center

- The Williston Area Teacher Center provides professional development based on research and best practices for teachers in northwest North Dakota. Professional development is provided through workshops and graduate continuing education credits. These classes, offered at a minimal cost to educators, provide a means to earn college credit close to home.
- The Helga Sorenson In-service in January provides the latest information on a variety of topics to about 450 educators each year. National and local presenters introduce topics in workshops throughout the day that meet the ever-changing needs of students and teachers. The Williston State College Foundation shares the mission of providing learning opportunities for teachers by sponsoring a speaker for the Helga Sorenson In-service.
- The teacher center shares office space and works closely with the Great Northwest Education Cooperative (GNWEC). Input from teachers provides perspectives through consultation on joint projects that affect student academic achievement. Information from the GNWEC is distributed via the teacher center newsletter.
- The teacher center promotes and sponsors programs offered by various educational agencies, such as NASA to the Schools, Upper Missouri District Health Unit, ND Game & Fish, Department of Public Instruction, institutions of higher education and ND Forest Service.
- Communication with educators is a priority. A newsletter is published nine times each year with information to advance educational practices, apply for grants and scholarships, and promote joint projects with schools and agencies. A listserv of educators in northwest North Dakota has been developed to transmit the newsletter and to promptly inform educators of offerings from the teacher center.

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Fax: (701) 221-3711

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SUPERINTENDENT

Dr. JOHN M. SALWEI
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SECONDARY SCHOOLS

Ms. FRAN RODEMBURG
ASST. SUPERINTENDENT
ELEMENTARY SCHOOLS
STUDENT SERVICES

EDWIN J. GERHARDT
BUSINESS MANAGER

LISA J. KUDELKA
HUMAN RESOURCES MANJAGER

November 19, 2008

North Dakota Legislator:

As assistant superintendent for Bismarck Public Schools, I support the integration of teacher center services with the district library media center. The partnership is successful in providing services for the area public and private teacher center membership schools, serving pre-k through university level students.

The partnership was formed in the summer of 2006, and this successful partnership welcomes teachers and provides essential services for them. During the last three years, the number of school memberships has increased and the use of resources has more than doubled. In March 2008, an online survey of public and private schools in the area shows support for having access to teacher center services.

The mission of library media is to empower students to be enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information. ND Teacher Centers assist practicing teachers, education students, and educational personnel in professional knowledge and skill development to improve the learning of students. This partnership plays an important role in student academic achievement.

John M. Salwei

John M. Salwei, Ph.D.
Assistant Superintendent
Bismarck Public Schools
806 North Washington St.
Bismarck, ND 58501
(701) 323-4073

UNIVERSITY OF MARY
Division of Education

7500 University Drive
Bismarck, ND 58504-9652
(701) 255-7500

November 18, 2008

North Dakota Legislator:

The preservice teachers from my Language Arts Methods and Materials class are always impressed with the wide variety of excellent resources and equipment that are available to them at the Bismarck Teacher Center. They appreciate your interest in their educational needs by inviting them to provide suggestions for new materials to be purchased for the center. The center is an inviting place where they can explore educational information in which to design units, lesson plans, and learning centers for not only my course, but other educational methods courses at the University of Mary. The staff at the center is friendly and very helpful and always ready to match the correct resource to my preservice teachers' needs.

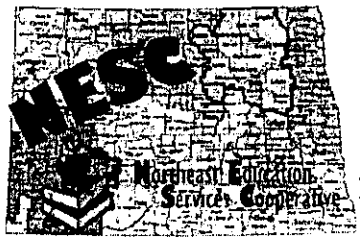
Sincerely,

Linda Gutensohn

Linda Gutensohn

Assistant Professor

University of Mary



Northeast Education Services Cooperative

"Improving Quality Education in North Dakota"

November 24, 2008

ND Legislator
State Capitol
600 East Boulevard
Bismarck, ND 58505-0360

Dear ND Legislator:

This letter is to serve as a letter of support for the cooperative sharing of resources and services between the Lake Region Teacher Center (LRTC) and the Northeast Education Services Cooperative (NESC). Over the past year, the LRTC and NESC organizations have merged together to not only work together for their shared professional development goals, but have also hired one director that serves as the leader for both organizations.

Our member schools for both organizations are completely aligned together, so that the NESC and LRTC share the same membership. With the merger of the NESC and LRTC, we are able to better serve our members and provide a better utilization of our resources. We also will offer membership in the LRTC to non-NESC members who are interested in our services.

If you need any more information on the relationship between the NESC and LRTC please feel free to contact me, or Myron Jury, NESC Lead Administrator from Minnewaukan Public School (701-473-5306).

Sincerely,

Jennifer Carlson
Executive Director

Member Schools

Adams-Edmore
Dakota Prairie
Devils Lake
Four Winds
Lakota
Langdon
Leeds
Maddock
Minnewaukan
Munich
NorthStar
Rock Lake
Rolette
Starkweather
Warwick
Wolford
Lake Region State College
Lake Region Special Education
Candeska Cikana Community College
Lake Region Special Education Unit

Jennifer Carlson, NESC Executive Director
205 16th Street NW, Devils Lake ND 58301 - Phone: 701-662-7650

RRVEC

Red River Valley Education Cooperative
PO Box 6000
2400 47th Avenue South
Grand Forks, ND 58206-6000

North Dakota State Legislators
State Capitol Building
Bismarck, North Dakota, 52501

Dear State Legislators:

This letter is written in support of the Mayville Teacher Learning Center on behalf of the Red River Valley Education Cooperative (RRVEC). The RRVEC has a membership of 23 school districts making up an enrollment of nearly 14,000 students with half of them being in a rural setting. Our membership is interested in collaborating amongst districts to provide services for students to enable them to achieve the highest level of success.

The RRVEC has partnered successfully with the Teacher Learning Centers at both Mayville and Grand Forks to provide professional development opportunities for the educators in our membership area as well as pre-professional development for the students of Mayville State University and the University of North Dakota.

With the Title V funds received this fall our organization purchased resource materials for the RRVEC members to use as a follow-up to the fall workshops and housed these materials in the TLCs in Mayville and Grand Forks. In this and other ways the plans and programs initiated by RRVEC can be fully implemented throughout the entire RRVEC district more effectively.

Thank you for this opportunity to be of support to the Mayville Teacher Learning Center.

Sincerely,

Dr. Roger Abbe, Administrative Chairperson
Red River Valley Education Cooperative
2400 – 47th Avenue South
Grand Forks, ND, 58201

Kathy Ellingson, Governing Board Chairperson, Mayport CG (701) 488-2366 kellings@polarcomm.com

Dr. Roger Abbe, Administrative Chairperson, Larimore/Midway (701) 343-2366 roger.abbe@sendit.nodak.edu

Judy Streifel-Reller Coordinator, RRVEC (701) 746-2205 ext. 167 judy.streifel-reller@gfschools.org

Kathy Lundeen Administrative Assistant (701) 746-2205 ext. 164 kathy.lundeen@gfschools.org

Mayville State University

To: North Dakota Legislator

From: Dr. Nannette K. Bagstad
Chair, Division of Education and Psychology

Date: November 17, 2008

Re: Teacher Learning Centers

It is with great pleasure that I provide a letter of support for the Teacher Learning Center on the Mayville State University campus. It was the first in the state to be created. We are very fortunate that the center is located in the basement of West Hall. Most of our elementary education classes are held in the TLC and the adjacent Reading Room, giving our students open access to the TLC holdings.

All of our education majors – early childhood, elementary, and high school – have a number of opportunities to utilize the TLC materials (e.g., teacher editions; resource materials; DVDs; videos; NASA kits) during their methods classes and internships. Our nationally accredited teacher education program, the Reflective-Experiential Teacher Model, emphasizes the need for implementing a number of instructional strategies (e.g., problem-based learning; critical thinking; role plays; multiple intelligences). One of our Director's goals has been to update the collection so that our pre-service teachers are using texts and hands-on materials that correlate with the texts being used in the public schools. On occasion our director has also been able to secure free materials from publishing companies. While that has been a real savings to our Division, the trend appears to be changing and requests for free books are being denied.

I would encourage the legislature to increase state funding so that the Teacher Learning Centers can continue to provide valuable resources to our university students and to the teachers in our regional public schools. We have been proud to be a primary partner with the Teacher Learning Centers and it is our desire that they continue to flourish.

Dr. N.K. Bagstad

330 Third Street NE, Mayville, North Dakota 58257 · (701) 788-2301
www.mayvillestate.edu

Minot PUBLIC SCHOOLS
"Empower all learners to succeed in a changing world."

Tracey Lawson, Principal
Telephone(701)857-4610
Fax (701)857-8755

Longfellow Elementary
600 16th Street NW
Minot, ND 58703

December 2, 2008

Re: Letter of Support

Dear North Dakota Legislator:

It is my pleasure to write a letter of support for the North Dakota Teacher Center Network, in particular, the Minot center. One project that I work extensively with Deb Sisco and the Minot Teacher Center is with the Høstfest in the Schools Program held in conjunction with the annual Norsk Høstfest festival. Høstfest in the Schools is an educational outreach program designed to reach children who otherwise might not be exposed to lessons of the heritage so prevalent in this region. A Scandinavian youth camp held the weekend before the festival and school visits made during Høstfest week by storytellers, artisans, dancers, and linguists reach approximately 6,000 students from nine area school districts. Through this program, students get actual hands on activities and active participation at the festival.

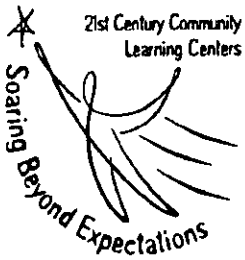
As you can imagine, the coordination necessary to successfully implement this program year after year is extremely time consuming. Without the help of the Teacher Center to assist with the planning, organizing, registration, supervision of students, scheduling, and problem solving, Høstfest in the Schools would not be the success it has achieved over so many years. I have worked with Deb Sisco and the Minot Teacher Center for the past eight years to coordinate this exciting project.

The North Dakota Teacher Center Network exists for the purpose of enriching education and supporting educators. The Minot center's participation in the Høstfest in the Schools program directly enriches the education of thousands of area students each year and is just one example of the positive impact the Teacher Centers have on education. I strongly support the ongoing work of the Teacher Center Network and urge your continued support as well.

Sincerely,

Tracey Lawson

Tracey Lawson
Elementary Principal
Høstfest in the Schools Chairman



Minot Public Schools
21st Century Community Learning Centers
715 8th St. NE
Minot, ND 58703
Telephone (701) 857-8780 Fax (701) 857-8759

November 24, 2008

To North Dakota Legislator:

As Project Director for the 21st Century Community Learning Center Project in Minot, I am pleased to write a letter of support for the Minot Area Teacher Center. The Minot Area Teacher Center and CLC program have been partners for the nine years. The Minot Area Teacher Center provides the CLC program with a variety of resource information and materials to help meet 21st Century CLC grant requirements.

For the past nine years, Minot Area Teacher Center has trained the CLC staff and allowed the program to use their STARLAB. The lab provides an excellent science curriculum for students to explore the stars and constellation of stars.

If you have any questions please call (701-857-8780) or e-mail boyd.strand.minot.k12.nd.us).

Sincerely,

Boyd A Strand

Boyd Strand
CLC Project Director



November 17, 2008

1305 19th Ave North
Fargo, ND
58102

Phone: (701) 231-6901
Fax: (701) 231-6905

www.seec.k12.nd.us

ND Legislative Committee
From: Kyle Davison,
Re: Valley City Area and Wahpeton Area Teacher Centers

Committee Members:

This letter is written in support of the Valley City Area Teacher Center and the Wahpeton Area Teacher Center on behalf of the South East Education Cooperative (SEEC). The SEEC is the largest K-12 regional education association in North Dakota. The SEEC includes 32 school districts, over 3300 teachers, and nearly 30,000 students. Our SEEC Teacher Centers provide excellent partners to deliver educational services throughout our region.

In the SEEC, we have partnered with VCATC to create a full-time position focusing on professional development and in Wahpeton our partnership focus is on after school programs. These partnerships are critical to the success of the SEEC. These partnerships create needed education services for our schools and strengthen our whole region by working to support area schools.

If the SEEC can be of any further assistance, please do not hesitate to contact me at your earliest convenience.

Respectfully,

Kyle Davison

Kyle Davison
South East Education Cooperative
Executive Director

VALLEY CITY
STATE UNIVERSITY

Allen Memorial Library

101 College Street SW • Valley City, ND 58072
701 845 7276 • 800 532 8641 x7276

library@vcsu.edu
http://library.vcsu.edu
www.vcsu.edu

November 17, 2008

North Dakota Legislative Committee Members:

The Valley City Area Teacher Center and this university library maintain a valuable mutually-beneficial relationship which serves both in-service and pre-service teachers. Our library building, of course, donates Internet access; student employee support and office space for Teacher Center administrative needs and, as well, houses its collection of professional resources through an agreement forged years ago. However, the relationship goes beyond this physical space, as the Center works closely with the university library to disseminate information about both print and electronic resources as well as provide information to teachers about continuing education and professional development opportunities.

As an example, last year the Teacher Center partnered with the university to disseminate information to in-service teachers about a federally supported graduate library education program and it assisted in recruiting in-service teachers to mentor within the program. This single project testifies to the value of the Teacher Center's ability to provide not only an outreach to teachers but to strengthen the relationship between pre-service and in-service teachers through the university partnership.

I recommend that the North Dakota Legislature continue to provide financial support in recognition and support of the efforts of the Valley City Area Teacher Center which offers North Dakota educators and prospective educators an opportunity to share resources, work together and ultimately benefit the students of North Dakota.

If you have questions or would like to visit with me further, please do not hesitate to contact me at 701-845-7275 or by email at donna.james@vcsu.edu

Respectfully yours,

Donna James, MLS
Library Director
IMLS/VCSU Project Director

VALLEY CITY
STATE UNIVERSITY

Academic Affairs

101 College St. SW ♦ Valley City, ND 58072
701 845 7238 ♦ 800 532 8641 x7202
fax 701 845 7245

terry.cowin@vcsu.edu
www.vcsu.edu

November 18, 2008

North Dakota Legislative Committee:

This letter is in support of the Valley City Area Teacher Center. The Center is housed in the Allen Memorial Library on the Valley City State University campus. As the director of both Continuing Education and Graduate Studies at the University, I work closely with the Teachers Center. It assists K-12 educators in member school districts in a seven county area surrounding Valley City as well as Valley City State University education students and provides VCSU with a link to those educators.

The Teacher Center Newsletter allows VCSU to reach teachers throughout the state with professional development opportunities. I also work closely with the Director, Sandy Zahn, to plan and provide workshops and educational opportunities for teachers, particularly during the summer. As we begin work on a STEM certificate for teachers in 2009, VCSU will collaborate with Valley City Teacher Center and its network to provide course information and access to materials created for STEM workshops and courses.

I strongly recommend approval of the additional funding requested by the Teacher Centers. They are an undeniable asset to the rural teachers in North Dakota.

Sincerely,

Terry Corwin

Terry Corwin, Ph.D.
Assistant Vice-President for Academic Affairs
Valley City State University
terry.corwin@vcsu.edu
701.845.7238

VALLEY CITY
STATE UNIVERSITY

School of Education and Graduate Studies

101 College St. SW ♦ Valley City, ND 58072
701 845 7197♦ 800 532 8641 x 7197
fax 701 845 7190

gary.thompson@vcsu.edu
www.vcsu.edu

November 16, 2008

To: North Dakota Legislative Committee
From: Dr. Gary Thompson
Re: Valley City Area Teacher Center

I am writing this letter in support of the partnership that Valley City State University has with the Valley City Area Teacher Center. VCSU provides office space at the library for the teacher center and the teacher center works with VCSU to help coordinate a HIV workshop and many opportunities for professional development for area teachers.

The VCATC provides excellent service to both our pre-service teachers and area classroom teachers and has worked closely with our education department for many years.

If you have any questions or concerns please feel free to contact me at any time.

Sincerely,

Gary Thompson

Dr. Gary Thompson
Dean of Education
Valley City State University

Roughrider Education Services Program (RESP)

Lois Myran, Director
Amy Axtman, Educational Facilitator
Gary Wilz, Administrative Chair
Dean Rummel, Governing Board Chair

444 4th Street West
P.O. Box 1057
Dickinson, ND 58602-1057

Phone: (701) 456-0002
Fax: (701) 456-0035
Lois.Myran@sendit.nodak.edu

www.ndrea.org

October 20, 2008

Dear North Dakota Legislator,

As Director of the Roughrider Education Services Program –RESP, I am pleased to write a letter of support for a progressive and strong teacher center, such as the West River Teacher Center- WRTC. Director Marty Odermann Gardner and her staff have done an excellent job of supporting educators in southwestern ND.

When RESP was organized in 2002, DSU and the WRTC became one of our first cooperating partners. Since we share a common goal of supporting educators in southwestern ND it became obvious that working collaboratively would yield the best results for our educators. The collaborative relationship has continued to grow over the years.

Currently RESP and WRTC co-sponsor three in-service days for 620 area teachers based on a mutually selected theme. WRTC assists RESP by collaboratively planning the events and by pooling our resources for funding the events. WRTC serves as a conference planner for RESP by taking care of all the registrations, conference materials, evaluation tabulation, and meals, and by hosting the events on the campus of DSU. WRTC also arranges for the graduate credit through Minot State University for qualifying events. As a result of this collaboration we have been able to secure many nationally known authors and speakers thus offering a high level of quality professional development that is not often found in all areas of the state.

WRTC supported RESP in the development of the new CTE Center grant by being part of the planning process and assisting in obtaining contracts and training for Web CT and Tegrity software. We have worked together for the past five years on a very successful project that brings the international students at DSU into the sixth grade classrooms in the area. Together we select topics for the WRTC summer classes for teachers. The Center is always willing to offer classes that support RESP initiatives.

In addition, the WRTC furnishes meeting space, technical support and equipment for the 20 teacher content meetings that RESP sponsors, and also provides meeting space for the monthly board meetings. They distribute the RESP newsletter to area teachers, and also to the entire Teacher Center Network.

As directors of our respective organizations we pride ourselves in working together for the benefit of educators in our area. By pooling our resources and ideas we are able to make each of our organizations stronger and provide more services for our educators. I know by visiting with other educators in the state that RESP is extremely fortunate to have this unique supportive relationship with the WRTC. This does not exist in all areas of the state. Therefore, I fully support the efforts of the West River Teacher Center and their outstanding ability to collaborate with the Roughrider Education Services Program.

Sincerely,

Lois Myran

Lois Myran, RESP Director

GNW EC
Great Northwest Education Cooperative

November 19, 2008

61st Legislative Assembly
State of North Dakota
Bismarck, ND 58505

Dear North Dakota Legislator:

The Great Northwest Education Cooperative (GNWEC) and the Williston Area Teacher Center (WATC) work together to provide professional development for teachers, administrators and staff in northwest North Dakota. The GNWEC and the WATC have had a strong collaboration since the GNWEC was formed. The WATC is emerging as the primary vehicle for professional development for the GNWEC.

The Williston Area Teacher Center relies on a committee of classroom teachers to offer perspective for professional development, while the GNWEC offers advice from the administrative perspective. The two organizations share office space and thus have the opportunity to consult and advise each other as projects for both groups evolve. This provides an opportunity for the views of the administrator and classroom teacher to be considered as decisions are made that will affect student academic achievement.

The GNWEC provides a portion of the funding for the annual Helga Sorenson In-service, which is organized by the Williston Area Teacher Center. About 450 educators from northwest North Dakota attend this professional development day each year. GNWEC sponsors a speaker and provide an educational technology gift as a door prize for a winning educator. The GNWEC has used this day to provide training specific to member schools, such as NWEA training or IVN training.

Sincerely,

David Richter
Director Great Northwest Education Cooperative

1410 University Avenue ▪ PO Box 1326 ▪ Phone: (701) 774-4263 ▪ d.richter@wsc.nodak.edu

WILLISTON STATE COLLEGE
FOUNDATION
P.O. Box 1286 • Williston, ND 58802-1286 • Phone: 701-572-9275 • Fax: 701-572-7770

November 18, 2008

Dear North Dakota Legislator:

This is a letter of strong support for the Williston Area Teacher Center at Williston State College.

Williston State College Foundation has supported the endeavors of the teacher center for many years and plans to continue. We have helped through an endowment fund for the keynote speaker and other minor expenses. However, these funds are limited and the teacher center needs legislative support to continue strong professional development of our teachers in Northwest North Dakota.

Please support our teachers and support this funding.

Sincerely,

Terry Olson
Executive Director

HB 1013 attachment #3
January 20, 2009

Testimony on HB 1013

By

Janet Placek Welk

Good morning, Mister Chair and Members of the House Appropriations Education & Environment Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide testimony in support of HB 1013.

HB 1013, Page 2, Line 4 provides appropriation assessment dollars and stipend dollars for national board teachers. The assessment cost for each teacher paid by North Dakota is matched with federal dollars for a total assessment fee of $2500 per teacher. The appropriation of $40,000 requested would provide funding for 32 teachers for the biennium. The appropriations of $55,000 requested would provide the $1,000 yearly stipend for 25 National Board Certified Teachers presently in our North Dakota schools and leave $5,000 stipends for the second year of the biennium for those teachers that would certify the second year. We have three new nationally board certified teachers in ND. Kimberly Johnson, Carl Ben Eielson Middle School; Arlene Juhl Vandal, St. John Public

School; and Crystal Halseth, Erik Ramstad Middle School.

Last session, ESPB was provided $40,000 appropriation for the assessment fee and $77,000 for stipends. We requested an Attorney General's opinion regarding the expenditure of those dollars. After receiving that opinion, a meeting was held with DPI, NDEA, Office of Management and Budget, and Representative Lisa Meier to help understand the proper way to spend the dollars. A copy of that correspondence is attached. Because of the Attorney General's opinion and our three new national board certified teachers, I am requesting an additional $7,500 to pay back stipends for the 2008-2009 school - year. This request would change HB 1013, page 2, line 4 to $102,500.00.

Page 5, Line 21 of HB 1013 provides an appropriation for a mentorship grant program to be administered by the Education Standards and Practices Board. I've attached the revised proposal including timeline and budget that was submitted to the Governor's Commission.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

One-Year Mentoring Proposal

HB 1013

Timeline:

2009 Year One:	May	ESPB -Advertise for coordinator
		ESPB -Contact advisory committee
	August	Hire coordinator
		Implement advisory committee
	September	Review and revise training
	October	Develop RFP
		Develop revised training model
	November	Solicit proposals
	December	Review proposals
	December	Negotiate proposal funding
		Identify projects to be funded
	January	Train new mentors as needed
	January	Begin mentoring process
	Jan-June	Technical Assistance
	March	One-day training
	June	Evaluate programs, provide reimbursement

Budget:

2009 Year One:	Coordinator	$100,000	Salary, benefits, office supplies, and travel
	Mentors	$187,500	Training ($150/dayX250mentorsX5 days)
		$250,000	Stipends ($1,000X250mentors) ½ year
	Proteges	62,500	Stipends ($250X250mentees) ½ year
	Evaluator	$ 25,000	Contracted
	Conference	$ 40,000	Speakers, travel, stipends, contracts
	Supplies	$154,000	Project costs for travel, supplies, etc.
	Total	$819,000.00	
2010 Year Two:	Coordinator	$104,000	Salary, benefits, office supplies, and travel (4% increase)
	Mentors	$112,500	Training/update for experienced mentors ($150/dayX250mentorsX3 days)
		$600,000	Stipends ($2,000X 300mentors)
	Proteges	$150,000	Stipends ($500X300 proteges)
	Evaluator	$ 25,000	Contracted
	Conference	$ 40,000	Speakers, travel, stipends, contracts
	Supplies	$440,000	Project costs for travel, supplies, etc.
	Total	$1,471,500	

One year program for biennium with implementation beginning second semester of first year. $2,290,500.00

National Board for Professional Teaching Standards Assessment Fees and Stipends Paid by the Education Standards and Practices Board

ASSESSMENT FEE for 2007-08 School Year

HALSETH	Crystal	$1,250.00	
WAGNER	Douglas	$1,250.00	
GIEDT	Leslie	$1,100.00	assessor $300 waived
SALYARDS	Janet	$1,250.00	
BRAGER	Patricia	$1,250.00	
SHONDA	Bretheim	$1,250.00	
JUHL-VANDAL	Arlene	$1,250.00	
ROSIN	Candice	$1,250.00	
BENZ	Amy	$1,150.00	recertification
	TOTAL	$11,000.00	

STIPENDS Paid August 2007.

LAWLER	Ruby	$1,000.00
BENZ	Amy	$1,000.00
GRZADZIELEWSKI	Jill	$1,000.00
BARTZ	David	$4,000.00
KOBLE	Julie	$4,000.00
MAIZE	Linda	$4,000.00
NESTOSS	Donna	$4,000.00
HANSEN	Joan	$4,000.00
JOSSART	Robin	$4,000.00
MARKS	Kristi	$4,000.00
SELL	Anna	$4,000.00
BEAUDOIN	Gail	$3,000.00
BRADSHAW	Glorianne	$3,000.00
LENTZ	Kathleen	$3,000.00
SANDO	Mary	$3,000.00
TANDE	Teresa	$3,000.00
HOAG	Linda	$1,500.00
KLABUNDE	Susan	$1,500.00
PRESZLER	Karen	$1,500.00
	TOTAL	$54,500.00

GRAND TOTAL	August 2007	$65,500.00

End of School Year 2007-2008 Payments paid 6/30/08.

Additional Stipend Fee
Pursuant to AG opinion.

BENZ	Amy	$3,000.00
GRADZIEWSKI	Jill	$3,000.00
LAWLER	Ruby	$3,000.00
KENNEDY	Joseph	$1,000.00
BOHAN	Carrie	$1,000.00
	TOTAL	**$11.000.00**

STIPENDS

BENZ,	Amy	$ 1,000.00
GRADZIEWSKI	Jill	$ 1,000.00
LAWLER	Ruby	$ 1,000.00
BARTZ	David	$ 1,000.00
MAIZE	Julie	$ 1,000.00
NESTOSS	Donna	$ 1,000.00
JOSSART	Robin	$ 1,000.00
BRADSHAW	Glorianne	$ 1,000.00
MARKS	Kristi	$ 1,000.00
KOBLE	Julie	$ 1,000.00
BEAUDOIN	Gail	$ 1,000.00
HANSEN	Joan	$ 1,000.00
SEIL	Anna	$ 1,000.00
LENTZ	Kathleen	$ 1,000.00
ELDREDGE-SANDO	Mary	$ 1,000.00
PRESZLER	Karen	$ 1,000.00
SCHMIDKUNZ	Linnett	$ 1,000.00
HOAG	Linda	$ 1,000.00
KLABUNDE	Susan	$ 1,000.00
KENNEDY	Joseph	$ 1,000.00
BOHAN	Carrie	$ 1,000.00
GUELLD	Misti	$ 1,000.00
	TOTAL	**$22,000.00**

KENNEDY	Joseph	$1,000.00	taught in 2005-06

GRAND TOTAL June 08 **$34,000.00**

August 27, 2007

EDUCATION
STANDARDS
and PRACTICES BOARD

2718 Gateway Avenue

Suite 303

Bismarck, North Dakota

58503-0585

Tel: 701-328-9641

Fax: 701-328-9647

www.nd.gov/espb

Bill Peterson
Assistant Attorney General
Office of Attorney General
900 East Boulevard Avenue
Bismarck ND 58505-0041

Dear Bill:

Senate Bill 2057 authorizes the Education Standards and Practices Board to provide stipends to those teachers that have achieved National Board Certification. Enclosed please find copies of committee minutes and attachments received from Legislative Council. I've attached page numbers for convenience.

Senator Bakke provided a payment legend (p.82) which was used in my testimony (p. 79-81) on February 27, 2007 and discussed in committee (pps. 12, 15, 17, 19, 21, 26, 35, 36, and 38). Amended 15.1-18.1-02 (4) provides $4,000 per candidate (p.2) when according to the payment legend, some would not receive the $4,000.

The Board has two questions:

(1) What dollar amount should each candidate receive?
(2) Should those candidates moving into ND with national certification be paid a stipend under SB 2057?

Bill, thanks for your help. If I can clarify further, please let me know.

Sincerely,

Janet Placek Welk, Ph.D.
Executive Director
c: Senator Flakoll
Senator Bakke
Amy Benz
LeAnn Nelson

CHAPTER 15.1-18.1
TEACHER CERTIFICATION

15.1-18.1-01. Definitions. As used in this chapter, unless the context otherwise requires:

1. "Board" means the education standards and practices board.

2. "Certification" means national board certification as provided by the national board.

3. "National board" means the national board for professional teaching standards.

15.1-18.1-02. National board certification program - Recertification - Board duties.

1. The board shall:

   a. Inform teachers of the national board certification program and the scholarships and services the national board provides to teachers seeking certification.

   b. Collect and review in the order received scholarship applications from individuals who are licensed to teach by the board or approved to teach by the board.

   c. (1) Approve no more than seventeen applications per year under this subsection;

      (2) During each year of the biennium, reserve three of the available scholarships under this subsection until October first for individuals teaching at low-performing schools. At that time, the three slots, if not filled, become available to all other applicants;

      (3) Require the recipient for a scholarship under this subsection to serve during the school year as a full-time classroom teacher in a public or nonpublic school in this state; and

      (4) If available, require the recipient for a scholarship under this subsection to participate in mentoring programs developed and implemented in the employing school or school district.

   d. Ensure that all scholarship recipients under this subsection receive adequate information regarding the level of commitment required to acquire certification.

2. The board shall collect and review in the order received scholarship applications for national board recertification from individuals who are licensed to teach by the board or approved to teach by the board and:

   a. Approve no more than three scholarship applications per year under this subsection;

   b. Require each recipient for a scholarship under this subsection to serve during the school year as a full-time classroom teacher in a public or nonpublic school in this state; and

   c. If available, require each recipient for a scholarship under this subsection to participate in mentoring programs developed and implemented in the employing school or school district.

3. If any individual who receives a scholarship under this section does not complete the certification process within the time allotted by the board, the individual must reimburse the state an amount equal to one-half of the amount awarded to the individual as a scholarship.

4. The board shall pay to any individual who received national board certification before July 1, 2007, one thousand dollars for each year the individual has maintained and continues to maintain national board certification, provided the individual continues to be employed by a school district in this state. An individual may not receive more than four thousand dollars under this subsection.

5. a. At the conclusion of each school year after an individual receives national board certification, the board shall pay to an individual an additional one thousand dollars for the life of the national board certificate if:

   (1) The individual was employed during the school year as a full-time classroom teacher by a school district in this state; and

   (2) The individual participated in any efforts of the employing school district to develop and implement teacher mentoring programs.

   b. The payment provided for in this subsection is available beginning with the 2007-08 school year.

6. A contract negotiated under chapter 15.1-16 may not preclude or limit the ability of a school district or any other entity, public or private, from providing any remuneration to a teacher who has obtained national board certification. Any remuneration received by a teacher as a consequence of having obtained national board certification is in addition to any other compensation otherwise payable as a result of any contract negotiated under chapter 15.1-16.

STATE OF NORTH DAKOTA
OFFICE OF ATTORNEY GENERAL
STATE CAPITOL
600 E BOULEVARD AVE DEPT 125
BISMARCK, ND 58505-0040
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Wayne Stenehjem
ATTORNEY GENERAL

CIVIL LITIGATION
500 NORTH 9TH STREET
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(701) 328-3640 FAX (701) 328-4300

April 17, 2008

Janet Placek Welk, Ph.D.
Executive Director
Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585

Re: N.D.C.C. § 15.1-18.1-02(4)(5)

Dear Ms. Welk:

Thank you for your letter of August 27, 2007, requesting my advice on implementation of N.D.C.C. § 15.1-18.1-02(4)(5). You asked two questions:

(1) What dollar amount should each candidate receive?

(2) Should those candidates moving into ND with national certification be paid a stipend under SB 2057?

N.D.C.C. § 15.1-18.1-02(4) provides:

> The board shall pay to any individual who received national board certification before July 1, 2007, one thousand dollars for each year the individual has maintained and continues to maintain national board certification, provided the individual continues to be employed by a school district in this state. An individual may not receive more than four thousand dollars under this subsection.

The plain language of the law requires payment of $1,000 to any teacher certified before July 1, 2007, for each year the teacher was employed in North Dakota up to $4,000. There is nothing in the law to suggest that a teacher certified prior to any particular time is not entitled to the payment.

"If statutory language is ambiguous, a court may resort to extrinsic aids, including legislative history, to interpret the statute." Stein v. Workforce Safety and Insurance, 2006 ND 34, ¶ 9, 710 N.W.2d 364. "A statute is ambiguous if it is susceptible to

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meanings that are different, but rational." Id. The language of 15.1-18.1-02(4) is not susceptible to different rational meanings. It is not ambiguous. As a result, extrinsic aids, such as legislative history, should not be considered in interpreting it.

In any case, the legislative history is not clear on this question. The appropriation for the payments may be inadequate, but an amendment to limit the payments to certification "after November 1, 2002, and "before July 1, 2007, was eliminated in conference committee. The elimination of the amendment must have meaning.

In accordance with N.D.C.C. § 15.1-18.1-02(4), any teacher certified before July 1, 2007, is entitled to payment. The entitlement is not limited to teachers certified after any date.

You also asked if teachers certified while they were employed in another state are required to receive payments. Under N.D.C.C. § 15.1-18.1-02(4), any teacher certified before July 1, 2007, and employed in North Dakota is entitled to payment. Under N.D.C.C. § 15.1-18.1-02(5), a certified teacher is entitled to payment if they are employed in North Dakota and participate in a mentoring program. There is nothing in the law limiting payments to teachers certified while they were employed in North Dakota.

If the law was ambiguous, and it is not, and legislative history could be considered, the legislative history does not support limiting payments to teachers certified while employed in North Dakota. There was testimony before the Senate Education Committee that certified teachers who come to North Dakota from other states should receive payments.

If you have any questions, please contact me. Thank you.

Sincerely,

Bill Peterson
Assistant Attorney General

jjs

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ESPB

State of North Dakota
OFFICE OF MANAGEMENT AND BUDGET
600 East Boulevard Avenue, Dept. 110 $ Bismarck, North Dakota 58505-0400
FAX - (701) 328-3230

TO: Janet Placek, Education Standards and Practices Board

FROM: Joe Morrissette, Office of Management and Budget

DATE: June 27, 2008

RE: 2007-09 Biennium Appropriation for National Board Certification Program

This memo is to address your concerns regarding the use and adequacy of the 2007-09 appropriation to the Department of Public Instruction for certification scholarships and stipends relating to the National Board Certification program.

North Dakota Century Code (NDCC) Section 15.1-18.1-02 establishes the National Board Certification program to be administered by the Education Standards and Practices Board (ESPB). This section authorizes the ESPB to approve and award scholarships to teachers seeking national board certification. This section also authorizes the payment of stipends to teachers who have achieved and maintained national board certification.

Section 3 of 2007 Senate Bill No. 2013 contains a $40,000 general fund appropriation to the Department of Public Instruction in a special line item titled "national board certification." In addition, Section 18(9) of this bill provides $77,000, which was available from unspent 2005-07 state school aid funds, to the ESPB for "payments to recipients of national board certification and scholarships to individuals seeking national board certification...."

Senate Bill No. 2057 (2007) amended NDCC 15.1-18.1-02, adding language directing ESPB to provide $1,000 per year stipends, up to a total of $4,000 per individual, to teachers who received national board certification prior to July 1, 2007. Section 3 of this bill provides legislative intent that the $77,000 referred to above be used to fund the provisions of the bill.

I found no language that would dictate the amounts to be used specifically for either scholarships or stipends. It appears to me that both the $40,000 appropriation and the $77,000 appropriation can be combined to fund the national board certification program, including scholarships and stipends.

In the event this appropriation is inadequate, you have two options:

1. Through the Department of Public Instruction, request Emergency Commission approval for a transfer from the state contingencies appropriation. NDCC 54-16-09 provides that agencies can request from the Emergency Commission a transfer from the state contingencies appropriation in the event "the purposes for which the authority was transferred are necessary and proper expenditures and, if an appropriation for that purpose was made by the legislative assembly, that the appropriation for that purpose is insufficient."
2. Through the Department of Public Instruction, request an emergency appropriation from the 2009 legislative assembly. Fiscal year 2009 payments could be postponed until the end of the fiscal year, allowing the 2009 legislative assembly an opportunity to provide an emergency appropriation which would be effective for the 2007-09 biennium. This could be handled through a deficiency appropriation request submitted to our office.

I hope that this information addresses your concerns. If you have additional questions, please don't hesitate to contact me.

Cc: Bonnie Miller, DPI
Representative Lisa Meier

Director - 4th Floor - 328-4904
Fiscal Management - 4th Floor - 328-2680
Facility Management - 4th Floor - 328-2471
Central Services – 14th Floor - 328-4
Human Resources Mgmt. Services - 14th Floor - 328-3290
Risk Management – 1600 E. Century Ave., Ste 4 - 328-7584

Welk, Janet L.

From: Welk, Janet L.
Sent: Wednesday, August 06, 2008 9:24 AM
To: Miller, Bonnie J.
Cc: Welk, Janet L.
Subject: NBPTS dollars request

Hi Bonnie: This is a request for additional National Board for Professional Teaching Standards dollars. At the present time, ESPB receives through the DPI, $40,000 a biennium to fund one-half of the NBPTS assessment costs for no more than seventeen applicants, the cost of three recertifications, and a $1,000 yearly stipend for the successful candidate. It is very difficult to project the exact dollar amount needed each biennium as the candidates do not find out if they have successfully completed the process until mid November of each year, teachers move into North Dakota with national certification, and teacher leave the profession each year. I would like to request an additional $55,000 for the biennium to provided the dollars to NB teachers as required by North Dakota law. This additional $55,000 would bring our total NPBTS dollars to $95,000. If you have any questions please contact me. Thank you for all of your help and patience.

Janet Placek Welk, Ph.D.
Executive Director
Education Standards and Practices Board
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Testimony on HB 1013

By

Janet Placek Welk

Good morning, Mister Chair and Members of the Senate Appropriations Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide testimony in support of HB 1013.

HB 1013, Page 2, Line 4 provides appropriation assessment dollars and stipend dollars for national board teachers. The assessment cost for each teacher paid by North Dakota is matched with federal dollars for a total assessment fee of $2500 per teacher. The appropriation of $40,000 requested would provide funding for 32 teachers for the biennium. The appropriations of $55,000 requested would provide the $1,000 yearly stipend for 25 National Board Certified Teachers presently in our North Dakota schools and leave $5,000 stipends for the second year of the biennium for those teachers that would certify the second year. We have three new nationally board certified teachers in ND. Kimberly Johnson, Carl Ben Eielson Middle School, Fargo; Arlene Juhl Vandal, St. John

Public School, St. John; and Crystal Halseth, Erik Ramstad Middle School, Minot.

Last session, ESPB was provided $40,000 appropriation for the assessment fee and $77,000 for stipends. We requested an Attorney General's opinion regarding the expenditure of those dollars. After receiving that opinion, a meeting was held with DPI, NDEA, Office of Management and Budget, and Representative Lisa Meier, to help understand the proper way to spend the dollars. A copy of that correspondence is attached. Because of the Attorney General's opinion and our three new national board certified teachers, I would like to offer an amendment to HB 1013.

I am requesting an additional $7,500 to pay back stipends for the 2008-2009 school – year to comply with the Attorney General's opinion. This amendment would change HB 1013, page 2, line 4 to read "National Board Certification, Base level $40,000; Adjustment or Enhancement ~~$55,000~~ $62,500; Appropriation ~~$95,000~~ $102,500.00."

One never knows how many teachers will apply for National Board each year, so I predict, I will be coming to you each year requesting dollars to catch up with back stipends. This year we have two teachers from Dickinson and approximately 65 teachers from

New Town going through the first phase of National Board. If they continue, they would all be eligible for the assessment dollars this fall and the stipends once they have achieved full National Board status.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

HB1013 January 20, 2009
attachment # 29

TESTIMONY ON HB 1013
APPROPRIATIONS – EDUCATION AND ENVIRONMENT DIVISION
January 20, 2009

By: Bob Marthaller, Director
School Organization and Special Projects
701-328-2267
Department of Public Instruction

Senate testimony given to Senate

Mr. Chairman and Members of the Committee:

My name is Bob Marthaller and I am the Director of School Organization and Special Projects for the Department of Public Instruction. I am here to request approval of the optional budget request regarding the Indian Education Advisory Committee.

The appropriation will allow the Department to establish an Indian Education Advisory Committee.

The Indian Education Advisory Committee will act in an advisory capacity to the Department in matters affecting the education of Indian students in North Dakota. The committee is desired by the Department in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to receive input and guidance from the various Indian stakeholders in order to better serve the Indian student population.

It is our expectation that the Indian Education Advisory Committee will advise the Department on matters such as Indian student and adult Indian education needs, Indian cultural needs to be met to promote successful Indian learners, factors

necessary to promote high level achievement for Indian students in all school districts, and professional development for teachers to promote greater understanding of the needs of Indian learners.

The State Superintendent shall appoint committee members to the Indian Education Advisory Committee in consultation with Indian tribal councils, Indian education organizations, and school districts that serve Indian students.

Each of the Indian tribal councils will be asked to submit a list of names to the State Superintendent from which the Superintendent will select committee members. The State Superintendent may also seek potential committee members from the North Dakota Indian Education Association, North Dakota Indian Affairs Commission, North Dakota Association of School Administrators and the North Dakota School Boards Association.

The Indian Education Advisory Committee will meet once per quarter. A facilitator, to be determined by the State Superintendent, shall be responsible for organizing meetings, preparation of a meeting agenda, disseminating meeting announcements, agendas and minutes, and any other duties as determined by the State Superintendent. The appropriation will provide for a meeting facilitator, pay meeting expenses and reimburse committee members to attend meetings.

An optional budget amount of $66,000 is requested to be expended as follows.

Meeting Facilitator	Eight quarterly meetings ($1,250 per meeting)	$10,000
Meeting Expenses	Eight quarterly meetings ($600 per meeting)	$4,800
Advisory Committee Expenses	16 members, eight quarterly meetings, ($400 per meeting)	$51,200
Total Optional Budget Request		$66,000

That concludes my remarks. I will be happy to answer any questions that you may have.

INDIAN EDUCATION ADVISORY COUNCIL (IEAC)

HB 1013 Testimony by: Robert Parisien Indian Education Program Administrator with the North Dakota Indian Affairs Commission.

PURPOSE:

The Indian Education Advisory Council will be established by the North Dakota Department of Public Instruction to act in an advisory role to the Department in matters affecting the education of Indian students in North Dakota.

TESTIMONY:

I feel that the development and purpose of this advisory council could have a positive impact in assisting and collaborating with our Native American Schools, administrations, and educational advocates.

Over 90% of our Native American schools are not making Adequate Yearly Progress under the No Child Left Behind Act. It is evident that some sort of action needs to take place with our Native American Schools and how we assist those schools in understanding success.

I feel that by discussing their issues and concerns and developing relationships with the stakeholders selected by the Superintendent that this advisory council could have the guidance and understanding to hold itself accountable.

A few areas I feel this advisory council would be beneficial to Indian Education:

- **Communication**- Facilitate communication about Indian education to all stakeholders in North Dakota.
- **Success in Schools**- Develop and promote culturally and linguistically appropriate standards for Indian students and adults. Identify and disseminate research-based measurable criteria, both behavioral and academic, that indicate successful education for North Dakota's Indian students.
- **Evaluation**- The advisory council could advise the Department of Public Instruction in the development of evaluation instructions to determine its effectiveness in meeting the needs of North Dakota's Indian students.
- **Data Analysis**- The advisory council could assist in the analysis of education data related to Indian students in North Dakota schools and make appropriate recommendations to the state Superintendent.
- **Leadership**- Encourage and promote the active participation of Indian people, tribes, and tribal organizations in the educational processes.

- **Collaboration**- Increase awareness on both sides; strengthen relationships.

This advisory council could also benefit from hearing a wide range of educational issues. Since this advisory council consists of educators and advocates from different educational capacities, the issues could originate from a teacher to a superintendent and be discussed collaboratively and aren't necessarily the perception or issue of any particular group, tribe, or level of administration.

This council could also benefit the Native American schools and the North Dakota Department of Public Instruction when conducting business with the Federal Bureau of Indian Education and the possible effects on policy change. This advisory council would have the collective voice and support from the above mentioned North Dakota organizations when dealing with issues affecting our Bureau of Indian Education administered schools.

There is a National Advisory Council on Indian Education (NACIE)
That advises the Secretary of Education concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, with respect to which the Secretary has jurisdiction and that includes Indian children or adults as participants or that may benefit Indian children or adults;

I discussed this initiative with the Indian Education Directors from Montana and South Dakota and they feel that the collaboration and relationships they have formed with their Indian Education advisory Council has had a positive impact on the state, the tribes and most importantly their students.

Many states with high populations of Native Americans have Advisory Councils or Committees in place. Places like: South Dakota, Montana, Nebraska, Oklahoma, Arizona, Washington State, New Mexico.

The challenge facing our Indian students and educators is daunting. However, I feel with cooperation and determination the Indian Education Advisory Council could improve the educational system for our Indian students and educators as well as enhance the relationships between the tribal nations and the State.

I have overwhelming support for this Advisory Council.

HB 1013 January 20, 2009
attachment #3

TESTIMONY ON HB 1013
APPROPRIATIONS - EDUCATION AND ENVIRONMENT DIVISION
January 20, 2009
By: Bob Marthaller, Director
School Organization and Special Projects
701-328-2267
Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Bob Marthaller and I am the Director of School Organization and Special Projects for the Department of Public Instruction. I am here to provide information regarding the optional funding request to support the Career Planning Initiative.

One of the goals of the P-16 Task Force of a couple of years ago was that North Dakota should provide academic and career assessment and counseling programs for students.

As a result of that goal a collaborative effort was initiated by Career and Technical Education, Higher Education and the Department. The focus was to put in place a comprehensive, high quality career planning process that would provide career planning support to students K-College. The appropriation requested was in support of that initiative.

Though the Department continues to support the components and strategies of the Career Planning Initiative, the Department is withdrawing the request for optional funding to support the initiative.

Instead, the department gives full support to the recommendation of the Commission on Education Improvement regarding the career advisor proposal and counselor recommendations as proposed in HB 1400.

That concludes my remarks and I will be happy to answer any questions you may have.

HB 1013 TESTIMONY

Senate Appropriations Committee
February 26, 2009
Valerie Fischer, Director of Adult Education
328.4138
Department of Public Instruction

Chairman Holmberg and members of the Senate Appropriations Committee - I'm Valerie Fischer, Director of Adult Education and Director of School Health for the Department of Public Instruction. On behalf of DPI, I am here to request that the Committee amend HB1013 to include the following action: reinstate funding requested in failed HB 1172 in the amount of $2,750,000 ($2,500,000 + $250,000) [attachment].

Last year, the Education Interim Committee requested information about the state's Adult Education program and subsequently, coordinated the design of fiscal legislation to call attention to the successful program outcomes and opportunities. As a result, HB 1172 was heard before the House Education Committee. The House Education Committee approved the Bill and re-referred the Bill to the House Appropriation Committee. The House Appropriation Committee recommended do not pass and the bill failed in House action with discussion regarding $500,000 that was added to HB 1013 to cover the cost of the GED testing which has no relationship to any DPI or Bill intent at this time.

Funding will accomplish two critical functions; increase state funding for existing adult education programs and provide funding for additional pilot (satellite) programs. Current annual funding for Adult Education programs include federal ($1,194,296), state ($527,500) and local funds for a total of $1,721,796 [attachment]. These funds support 18 programs in 30 sites across

the state. There has been no State funding increase since 1994; a targeted increase appropriated in 2007 was only partially received from foundation aid contingency funds which were later depleted. Federal funding is anticipated to decrease. Within the current DPI budget request, Adult Education has identified its continued appropriation of $1,055,000 for the biennium. The proposed increase in funding would allocate a state budget of $1,777,500 annually for adult education.

Additional state funding will address the following critical needs:

- **Waiting lists**: many Adult Learning Centers report waiting lists for services. This is a consequence of limited staff and in some cases limited space; some students wait as long as 4-6 months for enrollment and some centers have waiting lists of 40+ students. It takes such courage to return to school - imagine the apprehension of an incoming student who has finally made that critical decision to go back to school only to be told they must wait and return at a later time – often they do not. Never should any student, regardless of age or circumstance, have to wait to receive a public education.
- **Staff**: the assurance of quality education includes skilled staff, appropriate class size, instructional materials and resources. Additional staff would alleviate student waiting lists. More than half of last year's 'student body' (1081 of 1800; 60%) were a) between the ages of 16-21, b) students who received special education, and c) students requesting ELL (English Language Learners) services, all which require one on one or increased instructional time.
- **Flexible schedules**: in many cases, the target population served by the Adult Learning Centers cannot attend classes between 8 am and 5 pm. The Centers want to accommodate students who are employed, have family responsibilities and other

commitments by providing flexible scheduling. However, at this time, Centers cannot afford to offer classes on Friday, evenings or Saturday; no summer schedules are offered; and many Centers lack funding to provide services through the standard school year.

The second component of the appropriation request will allow DPI to develop satellite centers in geographic areas of need. As you can see on the ND map [attachment], with the exception of Wahpeton, there are no Centers south of Interstate 94 and many pockets are evident. Students travel considerable distances to receive services and issues of child care, travel options and expenses, work and family schedules are often complications. Our plan includes collaboration with school districts, career and technical centers and community colleges to provide additional sites where current services are not available. Communities such as Garrison, Linton, Hettinger, and Bottineau have expressed interest and need in operating as a satellite center.

Over the past several years, ND Adult Learning Centers (ALC's) have served between 1800 – 2500 students per year. The 2005-2007 census data estimates 56,000 individuals in ND are without a high school diploma (age 19-24 year old: 7379; 25 and older: 49,355). Approximately 1000 additional individuals are added to this list every year as a result of high school drop outs. This past year (2007-08), ND ALC's served 1800 students: 1297 students received their GED – General Educational Development (843 ages 16-19), 71 went immediately into post secondary education and 228 obtained / retained employment.

According to the US Census [attachment], individuals who receive a GED will earn $9671 more annually than those who do not. This in turn, improves an individual's economic status, spending patterns and tax contributions. National statistics show that the US has the strongest

economy in the world because of adult education programs. ND needs every able body in the workforce – ALC's can put out workers in a reasonable time that meet the needs of employers.

The Adult Learning Centers provide critical services for recipients of Workforce Safety and Insurance who, because of a work-related injury, must prepare to be retrained. WSI has a significant investment and relationship with all statewide ALC's. Likewise, Lutheran Social Services (LSS) is preparing to bring 400 families to ND within the next two years – most will require citizenship, ESL and remediation services in addition to GED testing.

When this appropriation request was heard before the House Education Committee, the Department of Commerce spoke in favor of this funding increase, citing the 2007 legislative requirement for the development of a "*Single Unified State Biennial Strategic Plan for Workforce Development, Workforce Training and Talent Attraction*". The Department of Commerce testimony further stated -

> "Under this plan, five (5) state agency partners contribute to the talent development needs of our state with goals for the expansion, attraction and retention of talent in ND. As with any strategy there must be a plan for implementation to ensure the goals are reached. The Department of Public Instruction is a key partner in addressing the basic educational needs of an often underrepresented segment of our population; youth who for whatever reasons haven't been successful in the traditional educational setting and adults who are deficient and or lacking in the basic education necessary to contribute and enjoy the economic prosperities of our new economy. The adult education programs and services provided by the Adult Learning Centers are central to ensuring a well qualified, well prepared workforce critical to our overall workforce needs in the state."

Additionally, another partner who depends upon the services of the Adult Learning Centers are recipients of the TANF (Temporary Assistance for Needy Families) program. The key to long-term self-sufficiency for welfare recipients is improving their basic literacy skills and ultimately increasing their educational levels. Approximately 50 % of welfare recipients do not have a high school diploma or a GED. One approach in moving welfare recipients toward self-sufficiency is to broaden and expand opportunities for improving and upgrading their skills through adult basic education and attaining a GED. The attainment of a GED is often referred to as a second-chance opportunity for increasing the success of welfare recipients in acquiring stable employment and providing greater economic benefits in the form of increased earnings.

As you can see, we have worked hard to partner with agencies and programs to provide services to many unique groups; there is no other existing environment that would allow these groups to receive educational instruction and services. History has demonstrated that when unemployment rates rise, attendance at the ALC's also rise – we must strategically prepare for how the national and statewide labor market will respond to the recession – we can provide adult basic education so people will be trained and ready to work when the economy rebounds.

If students don't receive at least a high school diploma or GED, North Dakota will have to deal with …

- Fewer qualified employees who can fill open positions in the workplace
- Fewer students who enroll in post secondary programs
- Fewer enlistees for military service
- More individuals who will need public assistance and utilize state programs

The proposed increased graduation requirements of HB 1400 also assure that those students who fail to meet that criteria will have alternatives available through the Adult Learning Centers. North Dakota will always have students who drop out of high school; the primary alternative becomes the Adult Learning Centers. The demand for services has increased while the funding has not. Elimination or reduction of existing services is not the answer. Adult Learning Centers require a consistent level of appropriation and revenue from state funds. Providing adequate state funding to maintain current programming and expand programs is an immediate necessity and strategically a wise investment in the education and workforce of our state.

This morning you will hear very briefly from others about the benefit and need of the Adult Learning Centers. This concludes my testimony. I'm available to take any questions the Committee may have for me. If not, thank you for your time and support.

Sixty-first
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1172

Introduced by

Representatives Wall, Sukut, Mueller

Senators Robinson, Wardner

A BILL for an Act to provide an appropriation for adult basic and secondary education programs.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $2,500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of funding adult basic and secondary education programs, for the biennium beginning July 1, 2009, and ending June 30, 2011.

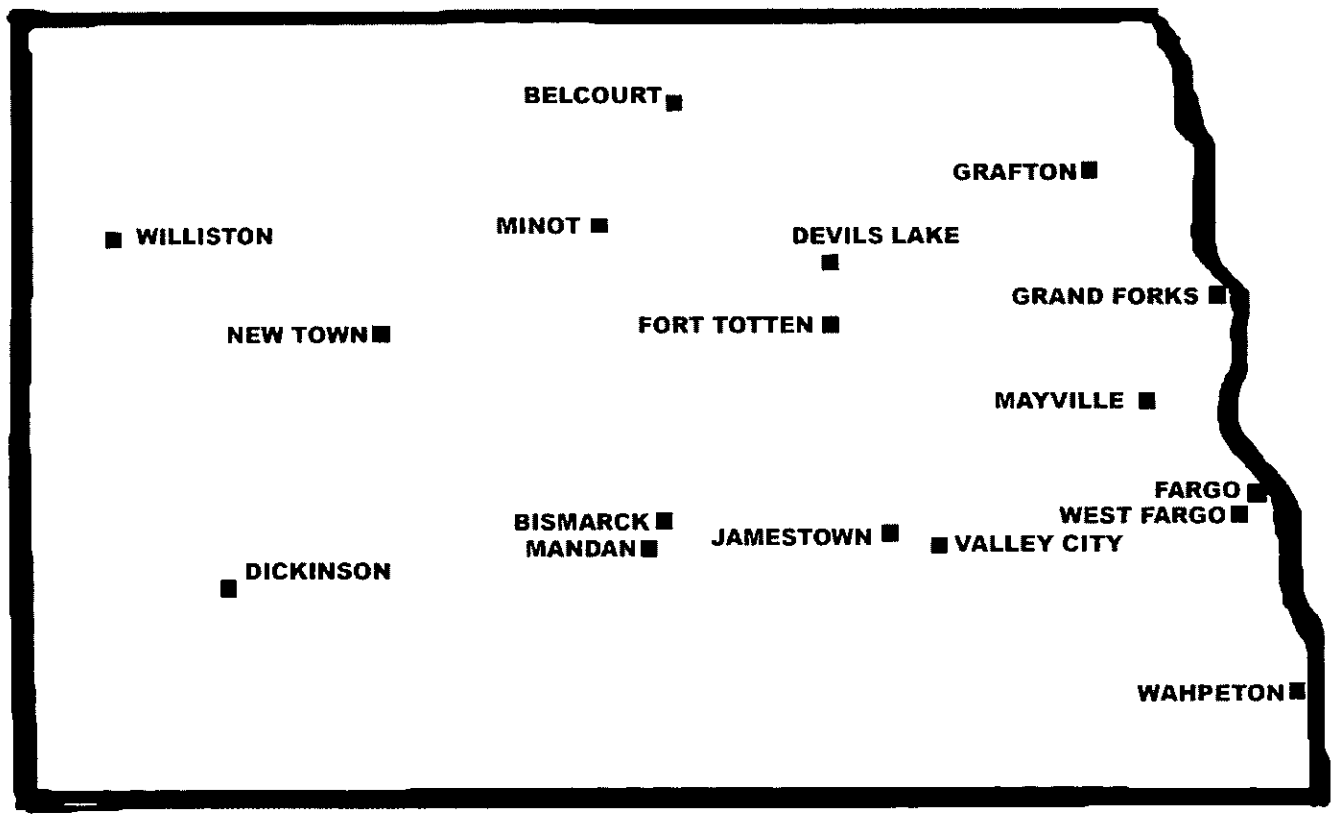
SECTION 2. APPROPRIATION - GRANTS. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $250,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing grants to school districts and public institutions of higher education that implement new adult basic and secondary education programs, for the biennium beginning July 1, 2009, and ending June 30, 2011.

HISTORY OF ADULT EDUCATION FUNDING

By Year and Source

Year	Federal	State	Total
2008-09	1,194,296 ⇩	527,500 ⇧	1,721,796 ⇧
2007-08	1,210,412 ⇔	450,000 ⇔	1,660,412 ⇔
2006-07	1,210,412 ⇩	450,000 ⇔	1,660,412 ⇩
2005-06	1,219,745 ⇩	450,000 ⇔	1,669,745 ⇩
2004-05	1,227,014 ⇧	450,000 ⇔	1,677,014 ⇧
2003-04	1,210,416 ⇩	450,000 ⇔	1,660,416 ⇩
2002-03	1,338,308 ⇧	450,000 ⇔	1,788,308 ⇧
2001-02	1,264,609 ⇧	450,000 ⇔	1,714,609 ⇧
2000-01	1,110,596 ⇧	450,000 ⇔	1,560,596 ⇧
1999-00	1,000,568 ⇔	-	1,000,568 ⇔
1998-99	1,000,568 ⇔	-	1,000,568 ⇔

North Dakota
Adult Education Centers



North Dakota Adult Learning Center Fact Sheet

Nationally, Adult Education programs began in the 1940's to assure military personnel completed the education they often forfeited to enter military service. In North Dakota, the first Adult Basic Education programs began in 1967, located on the UND campus. The office was transferred to DPI in the early 1980's.

The Adult Learning Centers offer ...

√ Basic Skills Development *(English, Math, Science, Social Studies, Reading)*

√ Preparation for the GED

√ Career and Personal Counseling

√ English as second Language (ESL)

√ English Literacy and Civic Education

√ Referral for Jobs and Post Secondary Education and Training

√ Displaced Homemakers program services

Who attends the Adult Learning Centers?

√ Any North Dakota citizen who is 16 years of age or older and not in school and

- wishes to upgrade their basic education skills and/or
- wish to earn their GED or High School Diploma and

√ wish to learn career development skills and/or

√ wish to learn English

Successful completion of the GED exam is equal to a high school graduate in the areas of reading, writing, math, social studies and science.

Follow up studies reveal GED students who pursue post secondary do not need freshman remedial coursework; GED students who obtain employment have documented tenure and performance skills, often superior to their coworkers.

ALLIANCE FOR EXCELLENT EDUCATION

IssueBrief

Updated October 2007

The High Cost of High School Dropouts

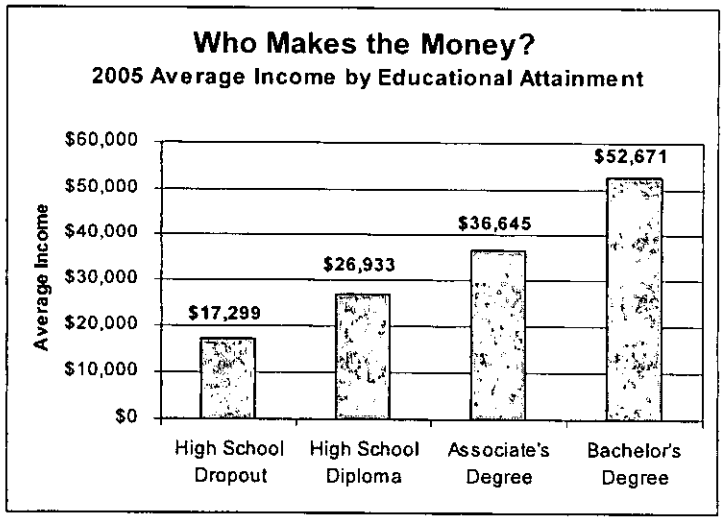
What the Nation Pays for Inadequate High Schools

Every school day, almost seven thousand students become dropouts. Annually, that adds up to about 1.2 million students who will not graduate from high school with their peers as scheduled. Lacking a high school diploma, these individuals will be far more likely to spend their lives periodically unemployed, on government assistance, or cycling in and out of the prison system.

Most high school dropouts see the result of their decision to leave school most clearly in the slimness of their wallets. The average annual income for a high school dropout in 2005 was $17,299, compared to $26,933 for a high school graduate, a difference of $9,634 (U.S. Bureau of the Census, 2006). The impact on the country's economy is less visible, but it is nevertheless staggering.

If the nation's secondary schools improved enough that they were able to graduate all of their students, rather than the 70 percent of students that are currently graduated annually (Editorial Projects in Education, 2007), the payoff would be significant. **For instance, if the students who dropped out of the class of 2007 had graduated, the nation's economy would have benefited from an additional $329 billion in income over their lifetimes.**

Everyone benefits from increased graduation rates. The graduates themselves, on average, will earn higher wages and enjoy more comfortable and secure lifestyles. At the same time, the nation benefits from their increased purchasing power, collects higher tax receipts, and sees higher levels of worker productivity.



Source: U.S. Bureau of the Census, 2006

Students Who Learn More Earn More

Research by Cecilia Rouse, professor of economics and public affairs at Princeton University, shows that each dropout, over his or her lifetime, costs the nation approximately $260,000 (Rouse, 2005). Unless high schools are able to graduate their students at higher rates, more than 12 million

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students will drop out during the course of the next decade. The result will be a loss to the nation of *$3 trillion.*

The calculations on page 4 show the monetary benefits each state could accrue over the lifetimes of just one year's dropouts if those students could be converted to graduates. The numbers vary from state to state, of course: Vermont (at the low end) would see its economy increase by $416 million; Colorado (near the middle) would add $4.2 billion to its economy, and California's economy (at the high end) would accrue an additional $40 billion over the lifetime of each graduating class. These figures are conservative, and do not take into account the added economic growth generated from each new dollar put into the economy.

Who Doesn't Graduate?

- **Only about 58 percent of Hispanic students and 53 percent of black students will graduate on time with a regular diploma, compared to 80 percent of Asian students and 76 percent of white students (EPE, 2007).**
- **Among all races and ethnicities, females graduate at a higher rate than their male peers—74 percent versus 66 percent (EPE, 2007).**
- **Graduation rates are significantly lower in districts with higher percentages of students who are eligible for free or reduced-price lunches (a measure of poverty) (Swanson, 2004).**
- **High school students living in low-income families drop out of school at six times the rate of their peers from high-income families (U.S. Department of Education, National Center for Education Statistics, 2004).**
- **The lowest-achieving 25 percent of students are twenty times more likely to drop out of high school than students in the highest achievement quartile (Carnevale, 2001).**

More Graduates Benefit Society

Obviously, dropouts are a drain on the economies of each state and the nation. Lower local, state, and national tax revenues are perhaps the most obvious consequence of higher dropout rates; even when dropouts are employed, they earn significantly lower wages than graduates. State and local economies suffer further when they have less-educated populaces, as they find it more difficult to attract new business investment. Simultaneously, these entities must spend more on social programs when their populations have lower educational levels.

The nation's economy and competitive standing also suffers when there are high dropout rates. Among developed countries, the United States ranks eighteenth in high school graduation rates and fifteenth in college graduation rates (Organisation for Economic Co-Operation and Development, 2007). Dropouts represent a tremendous waste of human potential and productivity, and reduce the nation's ability to compete in an increasingly global economy.

High school graduates, on the other hand, provide both economic and social benefits to society. In addition to earning higher wages, which results in attendant benefits to local, state, and national economic conditions, high school graduates live longer (Muennig, 2005), are less likely to be teen parents (Haveman et al., 2001), and are more likely to raise healthier, better-educated children. In fact, children of parents who graduate from high school are themselves far more likely to graduate from high school than are children of parents without a high school degree (Wolfe & Haveman, 2002). High school graduates are also less likely to commit crimes (Raphael, 2004), rely on government health care (Muennig, 2005), or use other public services such as food stamps or

housing assistance (Garfinkel et al., 2005). Additionally, high school graduates engage in civic activity, including voting and volunteering in their communities, at higher levels (Junn, 2005).

Reducing Dropouts by Improving High Schools

To increase the number of students who graduate from high school, the nation's secondary schools must be dramatically improved. Although the investments made in the early grades are beginning to pay off, with higher student reading scores and a reduction in the achievement gap between white and minority students (U.S. Department of Education, 2005), too many of America's high schools are still serving their students poorly.

In a recent survey of high school dropouts, respondents indicated that they felt alienated at school and that no one even noticed if they failed to show up for class. High school dropouts also complained that school did not reflect real-world challenges. More than half of respondents said that the major reason for dropping out of high school was that they felt their classes were uninteresting and irrelevant (Bridgeland & di Iulio, 2006). Others leave because they are not doing well academically; only about 30 percent of high school students read proficiently, which generally means that as the material in their textbooks becomes increasingly challenging, they drop increasingly further behind.

How Much Does a High School Dropout Cost?

Researchers have started to examine various annual and lifetime costs associated with high school dropouts.

- **The United States could save between $7.9 and $10.8 billion annually by improving educational attainment among all recipients of Temporary Assistance to Needy Families, food stamps, and housing assistance (Garfinkel et al., 2005).**
- **A high school dropout contributes about $60,000 less in taxes over a lifetime (Rouse, 2005).**
- **If the male graduation rate were increased by only 5 percent, the nation would see an annual savings of $4.9 billion in crime-related costs (Alliance for Excellent Education, 2006b).**
- **America could save more than $17 billion in Medicaid and expenditures for health care for the uninsured by graduating all students (Alliance for Excellent Education, 2006a).**

Whatever the causes, the nation can no longer afford to have a third of its students leaving school without a diploma. High schools must be improved to give all students the excellent education that will prepare them for college or work, and to be productive members of society.

For more information about the state of America's high schools, and to find out what individuals and organizations can do to support effective reform at the local, state, and federal levels, visit the Alliance for Excellent Education's website at www.all4ed.org.

MetLife Foundation

The Alliance for Excellent Education is grateful to MetLife Foundation for providing the generous support to originally develop this brief in January 2007. The findings and conclusions presented are those of the Alliance and do not necessarily represent the views of the funder.

Testimony in Support Adult Ed Funding
February 26, 2009

Senate Appropriations Committee
Senator Ray Holmberg, Chair
Harvest Room, State Capitol

Mr. Chairman and Members of the Committee:

My name is Paul Johnson, I am superintendent of the Bismarck School District, and I am appearing today to testify in support of adult education funding. For approximately three decades the Bismarck School District has operated an Adult Education Center as a companion program to the South Central Alternative High School. Currently, South Central and the Adult Learning Center are housed at Hughes Education Center on Washington Street here in Bismarck. The program currently serves 66 students with a secretary, 2 full and 8 part-time teachers. There is a waiting list of 8 and 16 students have graduated this school year. Services are offered mornings, four afternoons, and two evenings per week. The Center is available to any person 16 or older in Region VII of the state of North Dakota.

The Adult Learning Center provides the following:

1. Prepare students <u>from age 16 on</u> to complete the entire GED test battery with passing scores and as high percentages as possible.
2. Help students chart a career course after completion of their GED. This means career guidance, testing, and planning along with study skills, sources of job training, employment skills, etc.
3. Assist injured workers in updating academic skills so they can return to work after they are physically ready to do so.

4. Teach people from other countries to speak, read, and write effectively in English. Once this is accomplished, students will enter either employment or further education.
5. Work with Displaced Homemakers to update academic skills and gain self confidence with a weekly support group of peers.
6. Offer specialized reading program (Read Right) for all students in need of reading improvement.
7. Assist single parents, adjudicated youth, and disadvantaged adults in updating academic skills, earning the GED, and/or work readiness skills.

The reason that legislation was introduced for increased adult education funding is that federal support for Adult Education is declining and state support has not substantially increased for many years. The Adult Learning Centers currently receive about $637.00 per student in federal funds and $276.00 per student in state funds. The Bismarck School District currently provides one full time teacher as well as the space, and related expenses, for the program. Remember this program is offered to all adults in Region VII not only adults in Bismarck.

It would seem to be an opportune time to increase support for adult basic education at a time when the lack of employees seems to be an over riding concern in ND. There is always a waiting list for the Center. We have the space to serve more students. Increased funding would allow us to serve more individuals thus contributing to the supply of competent workers for the Bismarck area and for North Dakota.

Please support an increase in funding for adult education.

Chairman and members of the Senate Appropriations Committee, I'm Sandy Wollan from the Adult Learning Center in Bismarck. I am here to provide supportive testimony for funding of Adult Learning Centers in ND.

The Needs of Adult Education for Funding:

1. **Economic development**: We have people in ND right now that want to earn GEDs or go onto postsecondary training to improve their chances of employment or further training. We also know that with the increasing of high school credit requirements for graduation in ND and the worsening economic situation, the demand for Adult Education has increased and will continue to increase.

   At the Bismarck Adult Learning Center, we have been running waiting lists all year long. Every year we have the same situation with waiting lists that start in August and run until school lets out in May. The worst part of my job is telling people they have to wait and "hope that we have room for you soon". Parents are particularly upset when they can't get their 16 or 17 year old into school and I understand that. I wish it were different.

   I have another 31 people who registered this week to try to come into our classes and of those, 23 were age 16-21. I have no place for these new people to go right now and I can't give them any firm idea of when I will have room for them. The best I can do is to say "Keep calling and we will try to get you in a soon as possible."

   Not only do we have waiting lists for classes but we don't offer a full weekly schedule due to lack of funding. We could use additional staff to meet the current needs and get rid of the waiting lists. We could offer summer school to get more people through and off into employment, postsecondary training, or the military.

   We don't offer basic computer training, not because our students don't need it, it is that we can't afford to provide those classes. We could easily fill up two classes a day and one evening class alone based on the need for basic computer instruction. Computer competency is a basic skill in today's workforce and our students are at a disadvantage with no computer training at our center. We get many requests for computer classes but we have put our funding towards a prioritized list which starts on top with GED.

   Speaking of computers, before we could offer computer training, we would need to update our technology and we don't have the budget to do so. Any funding we get is prioritized into direct student GED instruction first and everything else is secondary.

2. **Social and Human Services**: People who don't have basic academic skills or the necessary requirements for entry into employment often remain unemployed or underemployed. Because they still have ongoing economic and financial needs that must be met, they often rely on Social or Human Services to provide for their needs and for their families. This cannot be a long term plan for people and it is a poor plan for the

state of ND. We could divert more people from entering or staying on these systems for long periods of time given adequate funding.

3. **Higher Education:** Before we can send people to higher education, we must provide for basic education in the form of a GED, basic academic updates, or college prep. These classes, provided at no cost to the student, serve as bridges into higher education and a better life. Adult Education programs can and will decrease the number of students needing remediation once they get into post secondary training because they must demonstrate those skills by examination at our center.

4. **Worker's Safety and Insurance**: Injured workers who need academic updating in order to return to work or to enter post secondary training utilize Adult Learning Centers around the state. We work with the person's strengths and with methods that accommodate their physical limitations. There is no cost for this service that allows injured workers to get back to what they did best: work and provide for their families.

5. **High school Dropouts**: We have 862 young people dropping out of high school every year in ND. This means our future workforce is less educated and this adds to the already 56,000 people in ND without a high school diploma or GED. Adult Education is the last safety net for these young people.

   Most people do not understand that at the Bismarck Adult Learning Center, 61-63% of our student population is between the ages of 16-21. Most people assume we work predominantly with an older population of students. While we do have students over the age of 21 at our school, that is not the overwhelming majority of students. We have primarily young students. We cannot continue to ignore the drop out problem or pretend it doesn't exist in ND. It is here and it is increasing.

6. **Accountability:** GED graduates have to prove they have the academic skills. It isn't like horse shoes where close counts. You either have those skills and can demonstrate them on the tests, or you don't. There is no such thing as social promotion for the GED. Employers say they like knowing what they are getting with their employees who come with GEDs. Our students can prove they have the skills and they do it every day.

   Help us to help all of our students by funding Adult Education in ND.

This concludes my testimony. I'm available to take any questions the committee may have for me. If not, thank you for your time and support of funding for ND Adult Learning Centers.

Official GED Practice Tests

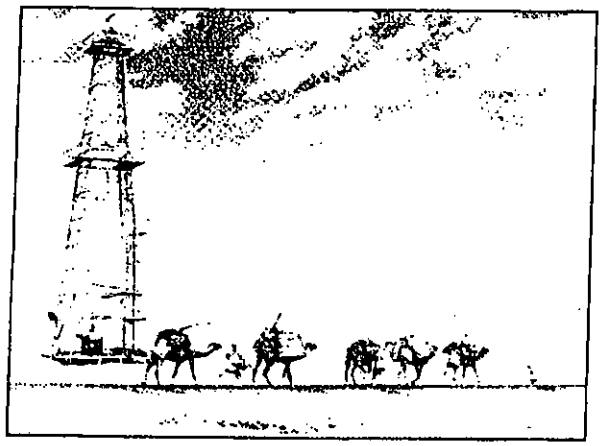
- Social Studies
- Literature
- Writing Skills
- Science
- Mathematics

Part One (use of calculator allowed)
Part Two (no calculator allowed)

WORLD HISTORY ANALYSIS (question 16)

WORLD HISTORY EVALUATION (question 17)

Questions 16–17 refer to the photograph and passage below.



The Bedouins are Muslim Arabs who have wandered the desert areas of the Middle East since ancient times. Beginning about 1045 and continuing at a decreasing rate for several centuries, these nomads invaded northern Africa, taking over all suitable grazing land and upsetting the balanced agricultural and urban civilization of the resident Berbers, various native, non-Arab tribes. The Bedouin flocks destroyed most of the natural ground cover; by overgrazing, the flocks turned pastureland into semi-desert. Some of this balance has been restored, however, and today many Middle Eastern and North African states have tried to curtail the movement of Bedouin groups from one country to another.

Some Bedouins continue their nomadic and pastoral way of life into the twenty-first century. They live primarily on meat, milk, and dairy products provided by their herds. However, with the rise of oil production in the 1960s and 1970s, many Bedouins have taken jobs in the oil industry. Government programs throughout the Middle East have encouraged the Bedouins to become more settled and urban. Currently, only 5 to 10 percent of Bedouins lead a fully nomadic lifestyle, but many more are seasonal nomads.

—Adapted from "Bedouins", Microsoft Encarta Encyclopedia

16. What is the photographer most likely trying to say with this photograph?

(1) The Bedouins are ideally suited to work in the oil industry.
(2) Old and new live side by side in today's Middle East.
(3) Camels are used to transport supplies to oil workers.
(4) Oil drilling is a serious environmental threat.
(5) Modern industry is threatening traditional lifestyles.

17. Given the information in this passage, which is the most plausible prediction?

(1) The Bedouin way of life will persist long after the oil industry dies out.
(2) The northern fringe of the Sahara will start to receive more rainfall.
(3) The Berbers in Morocco will welcome renewed Bedouin immigration.
(4) The Bedouin nomadic way of life is dying out and might disappear.
(5) Bedouins are likely to dominate oil drilling and refining in the Middle East.

ECONOMICS ANALYSIS

Questions 19 and 20 are based on the following passage.

> Most home buyers finance their purchase with a mortgage and make monthly payments that include interest. When interest rates go down, people often refinance their mortgages in order to make lower monthly payments.
>
> Usually only about 15 percent of loan applications are for refinancing. However, the Mortgage Bankers Association reported that refinancing applications made up to 65 percent of loan applications in 1992.

19. Which of the following is implied in the passage?

(1) Refinancing can save homeowners money.
(2) People apply for refinancing only when mortgage payments are unaffordable.
(3) Mortgage payments automatically change when interest rates change.
(4) Refinancing does not affect interest payments.
(5) Refinancing eliminates interest payments on mortgages.

20. Which of the following conclusions is supported by information in the passage?

(1) Interest rates went down in 1992.
(2) Interest rates went up in 1992.
(3) Interest rates remained stable in 1992.
(4) The number of general loan applications went up in 1992.
(5) The number of general loan applications went down in 1992.

GOVERNMENT COMPREHENSION (question 21)
GOVERNMENT APPLICATION (question 22)

Questions 21 and 22 are based on the following cartoon.



—By Cameron Cardow/Syndicam Productions

21. Which of the following assumptions does the cartoonist make?

The "senseless shooting spree"
(1) could easily have been prevented
(2) is part of the American way of life
(3) is the fault of the gun lobby
(4) is the fault of the U.S. government
(5) represents a fundamental civil right

22. The conflict depicted in this cartoon is most similar to which of the following conflicts?

(1) sexual harassment vs. freedom from gender bias
(2) pro-choice advocates vs. anti-abortion activists
(3) private schools vs. public schools
(4) private insurance vs. public health-care system
(5) school segregation vs. school integration

NONFICTION ANALYSIS (question 14)

NONFICTION SYNTHESIS (question 17)

NONFICTION APPLICATION (question 19)

WHAT IS SPECIAL ABOUT THIS PLAY?

Joy is in short supply on Broadway these days. If you luck into any, you should seize and cherish it. Joy comes with the first beats of the Steppenwolf Theatre Company's "The Song of Jacob Zulu" at the Plymouth, when the rusting corrugated backdrop, which simulates a township fence, rises up and Ladysmith Black Mambazo, a nine-man a-cappella group that serves here as a chorus, march into view, in their white tunics, and then down the raked stage toward us. "*Lalelani, lalelani,*" they chant, in the mournful, sonorous harmonies that have made them world famous as the backup group for Paul Simon's "Graceland" album. The words of the song, and of the English ones that follow, are projected on a screen above the proscenium, so the audience can follow their South African English patois, but it hardly matters. The heart knows what they're saying, and it inexplicably lifts at their sound. We are in the presence of something pure and wholly original. Ladysmith Black Mambazo step in place, idling as their song continues

The fire is burning.
It lights up the sky. . . .
It is taking the children
It is eating the future.

The Zulu word for music—*sicathamiya*—comes from dancing and means "tiptoe." To Western eyes, the group's step is something between a hitch kick and a karate kick; but the movement, so beautiful to see, is neither frivolous nor aggressive. It bears the stamp of all Zulu gesture—economical, elegant, and starkly dramatic. Freedom needs a song, and Ladysmith Black Mambazo give voice and body to both the struggle and the longing.

—Excerpted from "The Forest and the Trees" by John Lahr, *The New Yorker*, April 12, 1993

14. What is the author's purpose in the first three sentences?

(1) to outline the plot of the play
(2) to provide background information on Zulu music
(3) to introduce the actors cast in leading roles
(4) to explain why the audience will enjoy the play
(5) to describe the costumes and scenery

17. What conclusion does the reviewer reach about the significance of *The Song of Jacob Zulu?*

(1) The chorus will become a world-famous recording group.
(2) The play speaks to the heart of the struggle for freedom.
(3) The experience will motivate people to learn more about the South African Zulus.
(4) The music and dance will change traditional views of black South Africans.
(5) The audience may react in a negative way to this new kind of musical.

19. The songs in this production were created during a time when the Blacks of South Africa were subject to the system of apartheid. This system denied them the right to vote and limited where they could live, study, and work.

Based on this information, what does the word "fire" in the song lines refer to?

(1) justice
(2) freedom
(3) poverty
(4) enslavement
(5) illness

POETRY APPLICATION (question 36)

POETRY ANALYSIS (questions 37 and 39)

POETRY SYNTHESIS (question 40)

HOW DOES THE SPEAKER FEEL ABOUT THE POET EMILY DICKINSON?

EMILY DICKINSON

Like you, I belong to yesterday,
to the bays where
day is anchored to
wait for its hour.

Like me, you belong to today,
the progression of that hour
when what is unborn
begins to throb.

We are cultivators of
the unsayable, weavers
of singulars,[1] migrant
workers in search of
floating gardens as yet
unsown, as yet unharvested.

[1]**weavers of singulars:** in Spanish, *singulars* means "unique things," or "creations."

—Lucha Corpi

36. What situation would be similar to the speaker's?

(1) a researcher discovering a long lost document
(2) a baseball player autographing photographs for fans
(3) an adult having a conversation with a childhood hero
(4) two writers arguing about the meaning of a novel
(5) a sculptor making a copy of a famous statue

37. What is meant by the line "when what is unborn/begins to throb" (lines 7–8)?

(1) An artist is inspired.
(2) The poet is born.
(3) A new day begins.
(4) The speaker meets the poet.
(5) The poet's career begins.

39. What is the purpose of the third stanza (lines 9–14)?

(1) to describe the speaker's search to find the poet
(2) to praise the work of farmers and gardeners
(3) to define the poet's search for originality
(4) to demonstrate the difficulties in writing poetry
(5) to make a link between the past and the present

40. What is the meaning of stanzas 1 (lines 1–4) and 2 (lines 5–8)?

(1) Emily Dickinson and the speaker write poetry for all times.
(2) Both poets share an interest in the sea and in children.
(3) The speaker feels that Emily Dickinson dwells in the past.
(4) The modern reader does not appreciate Dickinson's poetry.
(5) Dickinson was not appreciated in her time but is enjoyed now.

Questions 10 through 17 refer to the following letter.

SmartBank
200 Broad Street
Philadelphia, PA 19116
1-800-555-9001

Ms. Asha Singh
1263 North Tilden Street
Philadelphia, PA 19105

Dear Ms. Singh:

(A)

(1) In keeping our commitment to provide you with innovative products and services we are pleased to tell you that you are pre-approved for an exceptional credit card from SmartBank. (2) With so many cards out there, why choose this one? (3) Because it matches our high standards of value and dedication to customer service with impressive benefits. (4) Just look at the advantages.

(B)

• **An introductory 1.9% fixed APR and no annual fee**

(5) You get superb value every time you use it, with a low introductory 1.9% fixed annual percentage rate on all purchases and balances. (6) Then, the savings continue with a 16.4% variable APR on all purchases and balance transfers, and there is no annual fee.

(C)

• **A credit line up to $50,000**

(7) Maximize you're savings and enjoy the financial flexibility you deserve. (8) With a generous credit line from $5,000 to $50,000, you'll have the resources you need to make your purchases and transfer balances from higher APR accounts to your new low introductory 1.9% fixed APR.

(D)

• **A balance transfer option you can exercise right now**

(9) It will be making sense to transfer your higher APR account balance to your low APR SmartBank card. (10) Best of all, you can do it right now, we'll take care of the paperwork for you. (11) Just complete the Balance Transfer Option on the attached Acceptance Certificate.

(E)

(12) Carry the card that reflects innovation. (13) The card reflects our heritage. (14) It also reflects quality and service. (15) It's all the card you need—and more.

Sincerely,

Frances Clarke

Frances Clarke
Consumer Credit Officer

10. Sentence 1: **In keeping our commitment to provide you with innovative products and services we are pleased to tell you that you are pre-approved for an exceptional credit card from SmartBank.**

    Which correction should be made to sentence 1?

    (1) insert a comma after commitment
    (2) insert a comma after products
    (3) insert a comma after services
    (4) insert a comma after exceptional
    (5) insert a comma after card

11. Sentence 2: **With so many cards out there, why choose this one?**

    Which correction should be made to sentence 2?

    (1) replace there with their
    (2) remove the comma after there
    (3) change why to Why
    (4) replace choose with chose
    (5) no correction is necessary

12. Sentence 3: **Because it matches our high standards of value and dedication to customer service with impressive benefits.**

    Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

    (1) Because it matches
    (2) The SmartBank card matches
    (3) The many cards match
    (4) The impressive benefits matches
    (5) Answering this is because it matches

13. Sentence 5: **You get superb value every time you use it, with a low introductory 1.9% fixed annual percentage rate on all purchases and balances.**

    The most effective revision of sentence 5 would include which group of words?

    (1) Delivered by the SmartBank credit card, superb
    (2) With a low introductory 1.9% fixed annual percentage rate, superb
    (3) The SmartBank card delivers superb
    (4) Superb value on all purchases and balances
    (5) Every time you use it superb

Questions 18 through 25 refer to the following memorandum.

RBS

Rothenberg Business Systems
Corporate Headquarters
1701 Jim Bowie Highway
Houston, TX 77005
Phone: (713) 555-1100

MEMORANDUM

To: All Employees
From: Jorge Martinez, Human Resources Director
Subject: Additional Coursework Requirement
Date: July 12, 2005

(A)

(1) The Human Resources Department requires staff to take six credit hours of academic coursework through a continuing education program every three years. (2) In addition to the credit hours requirement the classes must relate to the job assignment in which the staff member is currently working.

(B)

(3) Academic courses taken through continuing education help improves job performance. (4) Continued education assists career and personal development. (5) One's job performance improves buy developing additional skills and knowledge. (6) Additional coursework, such as other forms of professional growth, enhance one's resume and future employment opportunities. (7) Taking the required six credit hours enables staff members to maintain their current company positions. (8) Acquiring more than six credit hours may contribute to a staff member's promotion or salary advancement.

(C)

(9) The most obvious benefit is that the positive reputation of the company will be maintained and furthered by the high quality of its employees, additionally, the Human Resources Department will reimburse a staff member for the financial expense of taking the required credit hours. (10) The reimbursement includes costs for tuition books, and supplies. (11) The staff member will be fully reimbursed for the costs of transportation. (12) There are a number of reasons for this requirement.

(D)

(13) After the completion of the course, the employee will submit the final paperwork to the appropriate supervisor for proper certification. (14) Employees should contact Dr. Emily Staunton, Staff Development Specialist, if any questions arise.

GO ON TO THE NEXT PAGE

18. Sentence 2: **In addition to the credit hours requirement the classes must relate to the job assignment in which the staff member is currently working.**

Which correction should be made to sentence 2?

(1) replace addition with edition
(2) insert a comma after requirement
(3) insert a comma after assignment
(4) change is to are
(5) change currently to current

19. Sentence 3: **Academic courses taken through continuing education help improves job performance.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

(1) help improves
(2) are improving
(3) help improve
(4) having improved
(5) was improving help

20. Sentence 5: **One's job performance improves buy developing additional skills and knowledge.**

Which correction should be made to sentence 5?

(1) change One's to Ones
(2) insert a comma after performance
(3) replace buy with by
(4) insert a comma after skills
(5) no correction is necessary

21. Sentence 6: **Additional coursework, such as other forms of professional growth, enhance one's resume and future employment opportunities.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

(1) enhance
(2) is enhancing
(3) enhanced
(4) enhances
(5) have enhanced

22. Sentence 9: **The most obvious benefit is that the positive reputation of the company will be maintained and furthered by the high quality of its employees, additionally, the Human Resources Department will reimburse a staff member for the financial expense of taking the required credit hours.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

(1) employees, additionally,
(2) employees. Additionally,
(3) employees, additionally
(4) employees additionally,
(5) employees and additionally

23. Sentence 10: **The reimbursement includes costs for tuition books, and supplies.**

Which is the best way to write the underlined portion of this sentence? If the original is the best way, choose option (1).

(1) tuition books,
(2) tuition and books,
(3) tuition may pay for books
(4) tuition, books,
(5) tuition. Books and

GO ON TO THE NEXT PAGE

LIFE SCIENCE EVALUATION (question 7)

PHYSICAL SCIENCE APPLICATION (question 8)

LIFE SCIENCE COMPREHNSION (question 9)

7. Brittany wants to test the effect of light on plant growth. She gets three geraniums of the same size, in similar pots. She places them in the same sunny window. Brittany gives them the same amount of water. She allows Plant A to stay on the windowsill for 12 hours a day; Plant B for 6 hours a day, and Plant C for 3 hours a day. The remaining hours they spend in a dark closet. Every week Brittany measures the height of the plants. At the end of four weeks, Plant A is the tallest. She concludes that the more light a plant gets, the more it grows.

   Which of the following would be the most valid criticism of Brittany's conclusion about the relationship between light and plant growth?

   (1) The geraniums were given different amounts of light each day.
   (2) The geraniums spent varying amounts of time in the closet each day.
   (3) The geraniums were given the same amount of water.
   (4) Three geraniums are too small a sample on which to base such a broad conclusion.
   (5) Geraniums are not likely to react to water in the same way as other green plants.

8. Dry cell batteries produce small amounts of electric current by means of a chemical reaction. When the supply of chemicals is used up, the battery is dead.

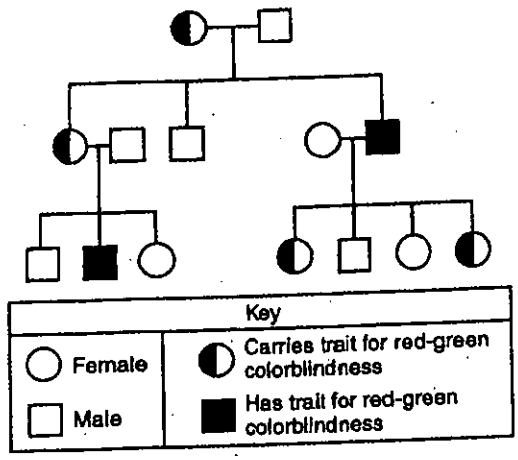
   Which of the following items is best suited for being powered by electric current from a dry cell battery?

   (1) a washing machine
   (2) a toy truck
   (3) a car
   (4) a motorized wheelchair
   (5) a doorbell

Question 9 refers to the following information and diagram.

A pedigree is a type of chart used to show how a trait is inherited in one family over several generations.

PEDIGREE FOR RED-GREEN COLORBLINDNESS IN THE PHILLIPS FAMILY

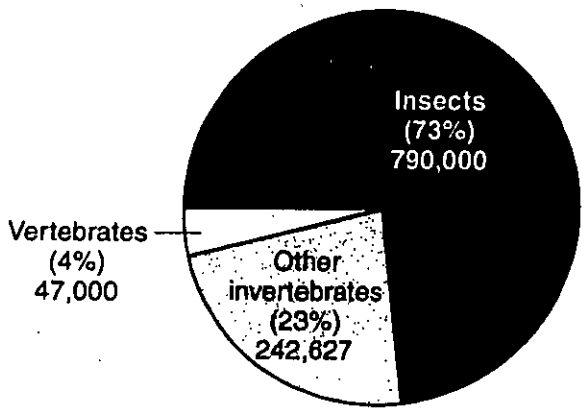


9. How many people in the third generation of the Phillips family have red-green colorblindness?

   (1) none
   (2) one
   (3) two
   (4) three
   (5) four

LIFE SCIENCE ANALYSIS
(Has to do with math)

NUMBER OF ANIMAL SPECIES



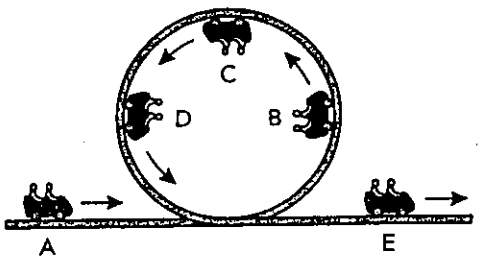
30. How does the number of invertebrate species (insects and other animals without backbones) compare with the number of vertebrate species?

(1) There are about one-fourth as many invertebrate species as vertebrate species.
(2) There are about 3 times as many invertebrate species as vertebrate species.
(3) There are about 4 times as many invertebrate species as vertebrate species.
(4) There are about 10 times as many invertebrate species as vertebrate species.
(5) There are about 24 times as many invertebrate species as vertebrate species.

12. Ancient alchemists used a process called calcination to convert limestone ($CaCO_3$) into lime (CaO). The same process, which is simply the controlled heating of limestone, is still used today in the cement industry. By comparing the chemical formulas of limestone and lime, determine the gas that is given off during calcination.

(1) O_2
(2) CO
(3) CO_2
(4) C_2O
(5) C_2

13. A new roller coaster in an amusement park travels in a loop as shown in the illustration below.



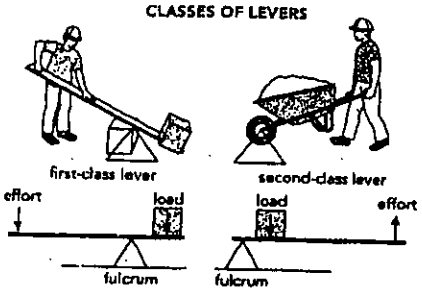
In which of the five indicated positions is the potential energy (stored energy) of the passenger car the greatest?

(1) A
(2) B
(3) C
(4) D
(5) E

Questions 27 and 28 refer to the passage and diagrams below.

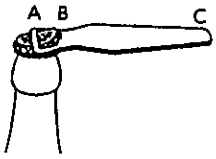
A lever is a simple tool that is used to help a person do some types of work. As shown in the diagrams below, a lever is a rigid bar that is free to rotate about a fixed point called the fulcrum. The fulcrum is the only part of the lever that doesn't move. The object to be moved is called the load. The position on the lever where the person applies force (pushes or lifts) is called the effort.

Depending on the relative positions of the fulcrum, load, and effort, each lever is placed in one of three classes. The first two classes of levers are shown below.

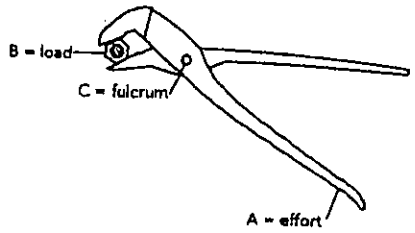


27. A bottle opener is a familiar lever used to pry the cap off a bottle. Referring to the definitions in the passage and to the diagrams, how is the bottle opener pictured below classified?

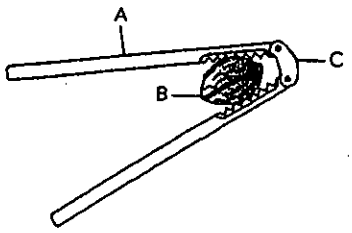
(1) first-class lever, with fulcrum at point A
(2) second-class lever, with fulcrum at point A
(3) second-class lever, with fulcrum at point C
(4) first-class lever, with fulcrum at point B
(5) second-class lever, with fulcrum at point B



28. A double lever is a tool made by combining two levers of the same class. For example, the pair of pliers shown below is a double lever. Notice that in a double lever, the object on which work is performed is considered the load. In the pliers, for example, the gripped nut is the load in the nutcracker.



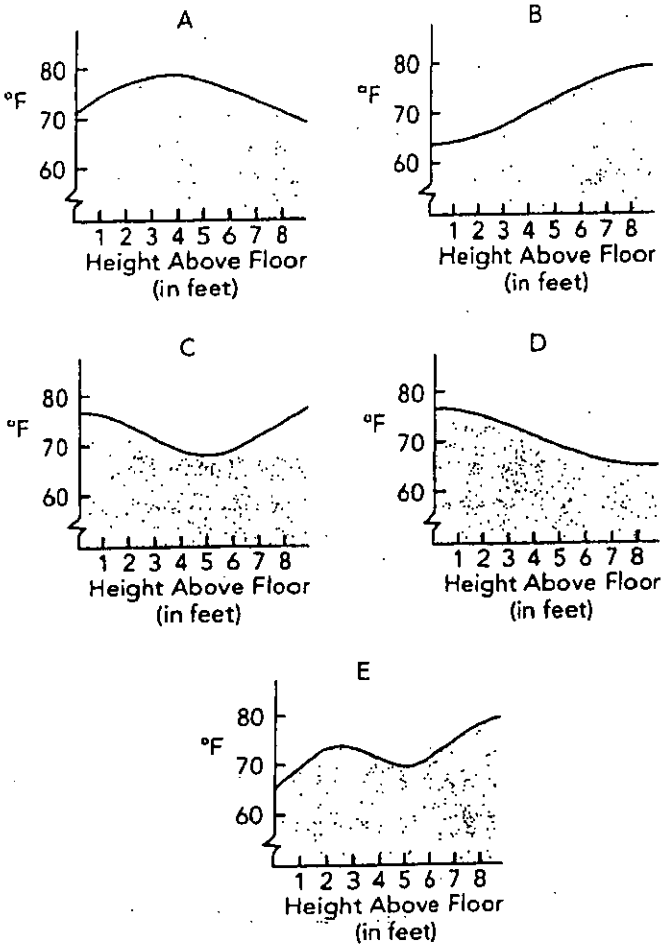
The nutcracker below is also a double lever. Which of the following correctly identifies the effort, fulcrum, and load?



(1) A = effort, B = fulcrum, C = load
(2) A = fulcrum, B = effort, C = load
(3) A = load, B = fulcrum, C = effort
(4) A = fulcrum, B = load, C = effort
(5) A = effort, B = load, C = fulcrum

Question 15 refers to the following graphs.

Each graph below shows the air temperature taken at various heights in a room.



15. Remembering that warm air tends to rise above cold air, which graph most likely represents the temperature readings taken in a room in which the doors and windows are closed?

(1) A
(2) B
(3) C
(4) D
(5) E

28. *Electrolysis* is the use of an electric current to break down a substance into its component molecules. Electrolysis can be used to break down water (H_2O) into oxygen (O_2) and hydrogen (H_2).

Remembering that the number of atoms of each element must be the same on both sides of a reaction equation, decide which equation below correctly describes the electrolysis of water.

(1) $H_2O \rightarrow H_2 + O_2$

(2) $2H_2O \rightarrow 2H_2 + O_2$

(3) $3H_2O \rightarrow 3H_2 + 2O_2$

(4) $4H_2O \rightarrow 4H_2 + O_2$

(5) $5H_2O \rightarrow 4H_2 + 4O_2$

Mathematics, Part I

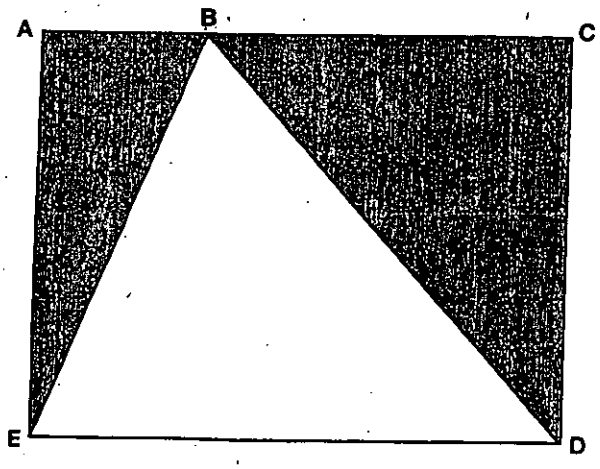
Directions: You will have 23 minutes to complete questions 1–13. You may use your calculator with these questions only. Choose the one best answer to each question.

1. Janet's gross weekly salary is $800, but 30% is withheld for taxes and other deductions. She sets aside $275 from her take-home pay each week for her bills. Janet budgets $\frac{1}{3}$ of the remainder for miscellaneous expenses, and she puts the rest in her savings account.

   How much per week does Janet budget for miscellaneous expenses?

   (1) $ 35
   (2) $ 95
   (3) $190
   (4) $240
   (5) $285

2. In rectangle ACDE below, AB = 5 cm, BC = 10 cm, and BE = 13 cm.



   What is the total **SHADED** area in square centimeters?

   (1) 30
   (2) 60
   (3) 90
   (4) 120
   (5) 180

3. To determine how long batteries were likely to last while operating an electric toy, 5 of the toys were selected at random. Fresh batteries were inserted, and the toys were turned on. The times, in hours, that the batteries ran the toys were: 6.25, 8.80, 7.45, 9.50, and 8.40.

   What is the mean (average) number of hours that the batteries ran the toys?

   PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

   Mark your answer in the circles in the grid on your answer sheet.

4. The time in New York City is 3 hours ahead of the time in Los Angeles, and the distance between the cities is 2790 miles. A plane left New York City at 9:15 A.M. and arrived in Los Angeles at 11:15 A.M. local time.

   At what average speed, in miles per hour, did the plane travel during the trip?

   PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

   Mark your answer in the circles in the grid on your answer sheet.

Questions 5 and 6 refer to the information and table below.

The table below shows what it would have cost in other years to purchase the same goods valued at $1 in 1913.

What Goods Valued at $1 in 1913 Cost in Other Years

Year	Cost That Year
1913	$1
1920	$2.02
1930	$1.69
1940	$1.41
1950	$2.43
1960	$2.99
1970	$3.92
1980	$8.32
1990	$13.20
2000	$17.39

5. Based on the table, in which ten-year period did the cost of goods increase by the greatest amount?

(1) 1950–1960
(2) 1960–1970
(3) 1970–1980
(4) 1980–1990
(5) 1990–2000

6. How much would it have cost in 1980 to purchase goods that cost $5.50 in 1913?

(1) $72.60
(2) $45.76
(3) $21.56
(4) $13.82
(5) $ 5.50

7. The height of a hot-air balloon was measured at different times as the balloon descended. A record of the heights and times is shown in the table below.

Record of Balloon Descent

Time (t) in minutes	1	2	3	4
Height (h) in meters	76	64	44	16

Based on the table, which of the following equations expresses the relationship between h and t?

(1) $h = 60 + 16t$
(2) $h = 70 + 6t$
(3) $h = 80 - 4t$
(4) $h = 80 - 4t^2$
(5) $h = 90 - 14t^2$

8. In January, the Carlton family purchased a condominium for $100,000. By the end of the year, the condo was worth 10% more than at the beginning of the year.

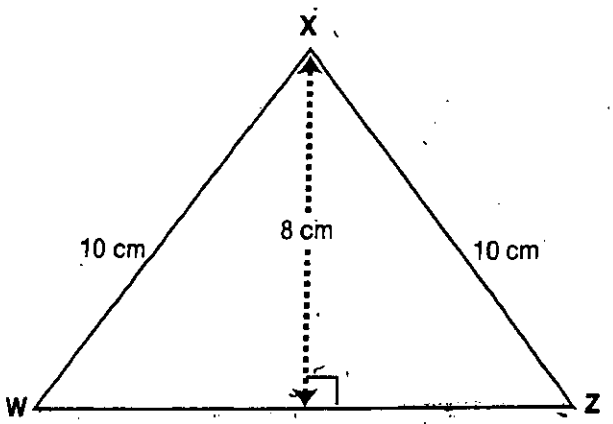
If the same rate of increase in value continues for a second year, what would be the value of the condo at the end of the second year?

(1) $102,000
(2) $110,000
(3) $112,000
(4) $120,000
(5) $121,000

9. If $x^2 = 49$, then $3(x - 5)$ could equal which one of the following numbers?

   (1) 6
   (2) 9
   (3) 17
   (4) 27
   (5) 81

10. The area of triangle WXZ in the diagram below is 48 cm^2.



What is the perimeter, in centimeters, of triangle WXZ?

PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

Mark your answer in the circles in the grid on your answer sheet.

11. The time, in years, that it takes an amount of money to double when invested at a simple interest rate can be approximated by dividing 0.72 by the interest rate expressed as a decimal.

Approximately how many years would it take an investment of $1000 to be worth $2000 if the money were invested at a simple interest rate of 4%?

   (1) 3
   (2) 4
   (3) 8
   (4) 12
   (5) 18

12. Three cans of soup and one box of crackers cost a total of $4.05. Two cans of the same kind of soup and one box of the same kind of crackers cost a total of $3.20.

What is the cost of one can of soup?

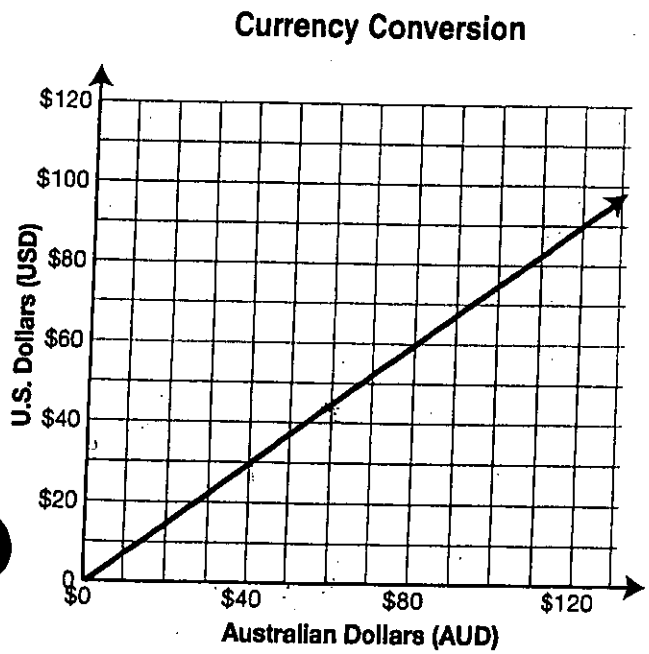
   (1) $0.65
   (2) $0.85
   (3) $1.10
   (4) $1.50
   (5) Not enough information is given.

Mathematics, Part II

Directions: You will have 22 minutes to complete questions 14–25. You may **NOT** use a calculator with these questions. Choose the one best answer to each question.

Question 14 refers to the information and graph below.

The graph below shows a recent conversion rate between Australian dollars (AUD) and U.S. dollars (USD).



14. Clare exchanged $60 AUD for USD at the rate shown in the graph. How much, in USD, did Clare receive?

(1) $30
(2) $45
(3) $55
(4) $70
(5) $80

15. The heights of four children at age 10 are shown in the table below.

Heights at Age 10

Child	Height (inches)
Adelle	51
Emilio	52
Charlie	53
Kaori	56

The children's heights were measured again at age 15. Which child's height at age 15 was equal to the mean of their heights at that age?

(1) Adelle
(2) Emilio
(3) Charlie
(4) Kaori
(5) Not enough information is given.

16. Applicants for an advertised position are required to take a 30-question multiple-choice test. The applicant earns 5 points for each correct answer and loses one point for each incorrect answer.

Anatoli answered all 30 questions on the test and received a score of 120. How many questions did he answer correctly?

(1) 5
(2) 10
(3) 15
(4) 25
(5) 30

17. Angelina worked more than Barry, and Caroline worked less than Barry. If Caroline did the same amount of work as Donald, then which of the following statements is true?

Compared to Donald,

(1) Angelina worked more
(2) Angelina did the same amount of work
(3) Angelina worked less
(4) Barry did the same amount of work
(5) Barry worked less

18. Water is pumped into an empty tank at a constant rate. After 2 minutes, the tank contains 400 gallons. After 5 minutes, the tank is full.

How many gallons of water does the full tank hold?

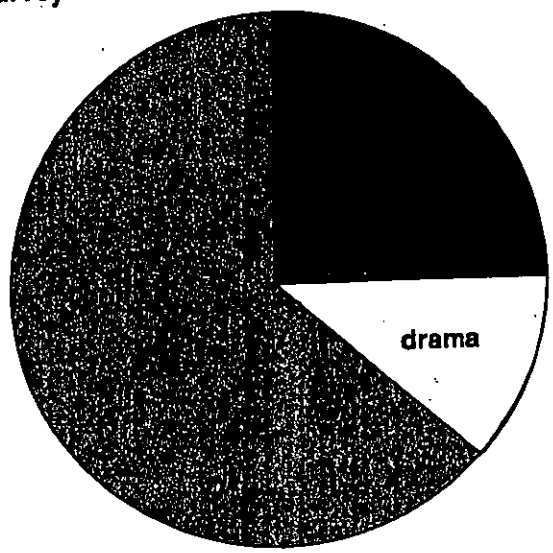
PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

Mark your answer in the circles in the grid on your answer sheet.

Questions 19 and 20 refer to the information and graph below.

The graph below summarizes the results of a survey in which people were asked which of three types of television shows they watch most often: comedy, drama, or sports.

Survey Results about Most-Watched TV Shows



19. Based on the graph, approximately what percent of the people surveyed watch comedy shows most often?

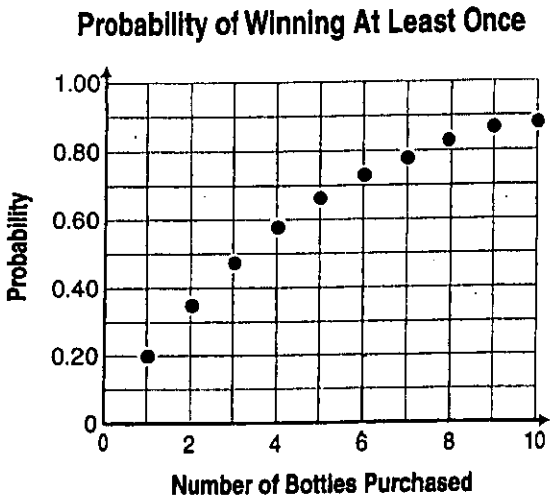
(1) 85%
(2) 65%
(3) 55%
(4) 50%
(5) 40%

20. If 300 people were surveyed, approximately how many watch sports shows most often?

(1) 25
(2) 50
(3) 65
(4) 75
(5) 85

Question 21 refers to the following information and graph.

If a randomly selected soft drink bottle is purchased, the probability that it will win a prize during a promotional campaign is 0.20. The graph below shows the probability of a consumer's winning at least one prize based on the number of bottles purchased.



21. If 6 randomly selected bottles are purchased, what is the approximate probability of a consumer's winning at least one prize?

(1) 0.64

(2) 0.67

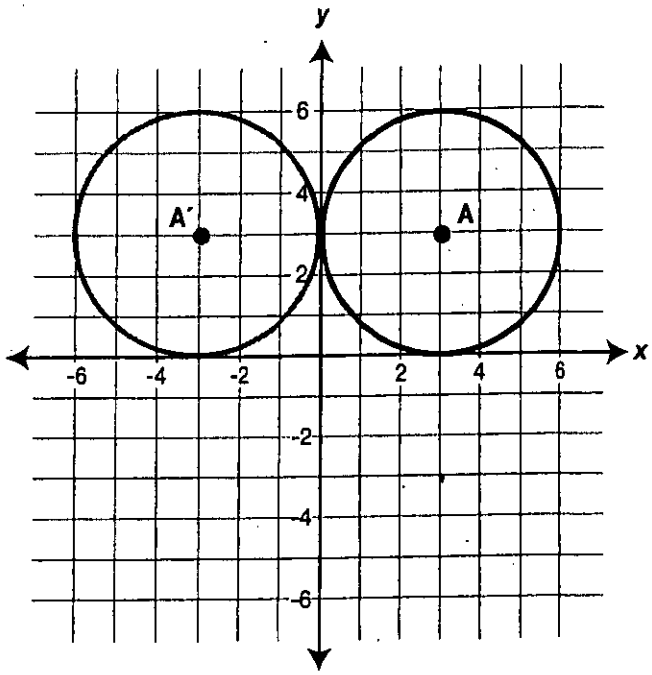
(3) 0.74

(4) 0.79

(5) 0.83

Question 22 refers to the following information and diagram below.

Point A is the center of the circle at the right in the diagram below. When circle A and its center are reflected in the *y*-axis, the new locations are shown by the circle at the left and point A′.



22. If circle A and its center were reflected in the *x*-axis, what would be the new location of point A?

DO NOT MARK YOUR ANSWER ON THE GRAPH ABOVE.

Mark your answer on the coordinate plane grid on your answer sheet.

21

23. A roofer charges \$25 per hour for himself and \$15 per hour for his assistant. On a recent job, the assistant worked 2 hours less than the roofer, and the total charge for labor was \$290.

Let r be the number of hours that the roofer worked. Which of the following equations can be used to find r?

(1) $25r + 15r = 290$

(2) $25(r + 2) + 15r = 290$

(3) $25r + 15(r + 2) = 290$

(4) $25(r - 2) + 15r = 290$

(5) $25r + 15(r - 2) = 290$

24. A linear function is represented by $f(x) = 2x + 7$.

The graph of which of the following functions would be parallel to that of the function above?

(1) $f(x) = 2x - 7$

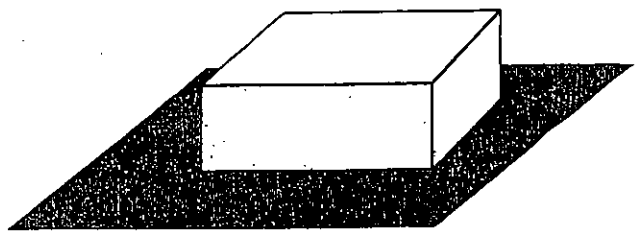
(2) $f(x) = x + 7$

(3) $f(x) = x - 7$

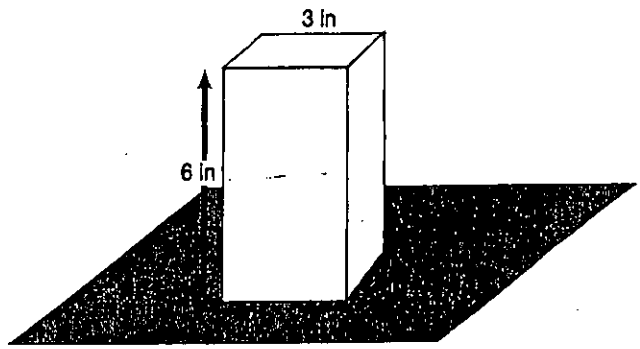
(4) $f(x) = -\frac{1}{2}x + 7$

(5) $f(x) = -\frac{1}{2}x - 7$

25. A rectangular water tank was placed on a table, as shown below. Water was poured into the tank until the tank was filled to a depth of 1 inch. The tank was then sealed shut.



The tank was then turned on its end and rested on the table as shown below.



What was the depth of the water, in inches, when the tank was turned on its end?

(1) 1

(2) 2

(3) 3

(4) 4

(5) 5

LIFE SCIENCE EVALUATION (question 7)

PHYSICAL SCIENCE APPLICATION (question 8)

LIFE SCIENCE COMPREHNSION (question 9)

7. Brittany wants to test the effect of light on plant growth. She gets three geraniums of the same size, in similar pots. She places them in the same sunny window. Brittany gives them the same amount of water. She allows Plant A to stay on the windowsill for 12 hours a day; Plant B for 6 hours a day, and Plant C for 3 hours a day. The remaining hours they spend in a dark closet. Every week Brittany measures the height of the plants. At the end of four weeks, Plant A is the tallest. She concludes that the more light a plant gets, the more it grows.

   Which of the following would be the most valid criticism of Brittany's conclusion about the relationship between light and plant growth?

   (1) The geraniums were given different amounts of light each day.
   (2) The geraniums spent varying amounts of time in the closet each day.
   (3) The geraniums were given the same amount of water.
   (4) Three geraniums are too small a sample on which to base such a broad conclusion.
   (5) Geraniums are not likely to react to water in the same way as other green plants.

8. Dry cell batteries produce small amounts of electric current by means of a chemical reaction. When the supply of chemicals is used up, the battery is dead.

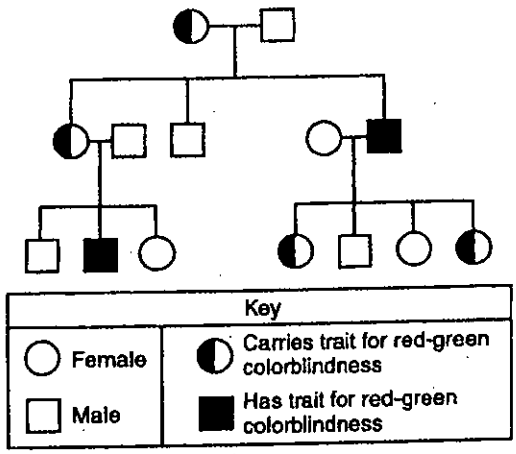
   Which of the following items is best suited for being powered by electric current from a dry cell battery?

   (1) a washing machine
   (2) a toy truck
   (3) a car
   (4) a motorized wheelchair
   (5) a doorbell

Question 9 refers to the following information and diagram.

A pedigree is a type of chart used to show how a trait is inherited in one family over several generations.

PEDIGREE FOR RED-GREEN COLORBLINDNESS IN THE PHILLIPS FAMILY

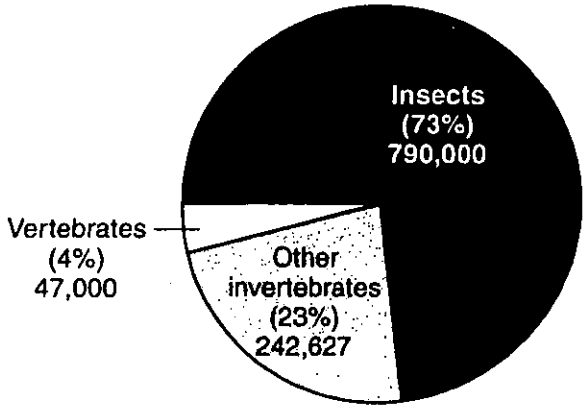


9. How many people in the third generation of the Phillips family have red-green colorblindness?

   (1) none
   (2) one
   (3) two
   (4) three
   (5) four

LIFE SCIENCE ANALYSIS
(Has to do with math)

NUMBER OF ANIMAL SPECIES



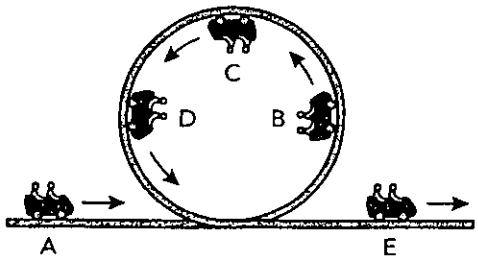
30. How does the number of invertebrate species (insects and other animals without backbones) compare with the number of vertebrate species?

(1) There are about one-fourth as many invertebrate species as vertebrate species.
(2) There are about 3 times as many invertebrate species as vertebrate species.
(3) There are about 4 times as many invertebrate species as vertebrate species.
(4) There are about 10 times as many invertebrate species as vertebrate species.
(5) There are about 24 times as many invertebrate species as vertebrate species.

12. Ancient alchemists used a process called calcination to convert limestone ($CaCO_3$) into lime (CaO). The same process, which is simply the controlled heating of limestone, is still used today in the cement industry. By comparing the chemical formulas of limestone and lime, determine the gas that is given off during calcination.

(1) O_2
(2) CO
(3) CO_2
(4) C_2O
(5) C_2

13. A new roller coaster in an amusement park travels in a loop as shown in the illustration below.



In which of the five indicated positions is the potential energy (stored energy) of the passenger car the greatest?

(1) A
(2) B
(3) C
(4) D
(5) E

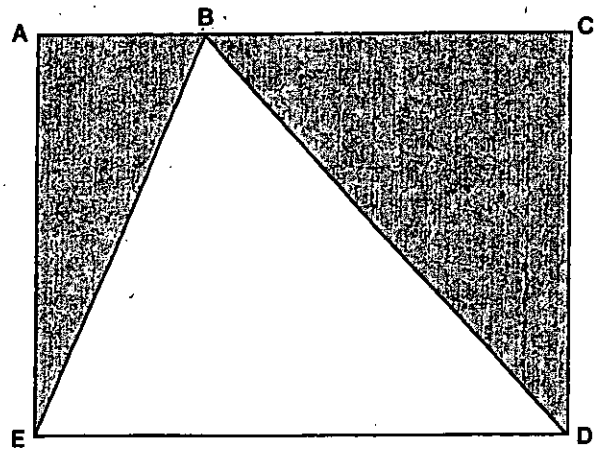
Directions: You will have 23 minutes to complete questions 1–13. You may use your calculator with these questions only. Choose the one best answer to each question.

1. Janet's gross weekly salary is \$800, but 30% is withheld for taxes and other deductions. She sets aside \$275 from her take-home pay each week for her bills. Janet budgets $\frac{1}{3}$ of the remainder for miscellaneous expenses, and she puts the rest in her savings account.

   How much per week does Janet budget for miscellaneous expenses?

   (1) \$ 35
   (2) \$ 95
   (3) \$190
   (4) \$240
   (5) \$285

2. In rectangle ACDE below, AB = 5 cm, BC = 10 cm, and BE = 13 cm.



   What is the total **SHADED** area in square centimeters?

   (1) 30
   (2) 60
   (3) 90
   (4) 120
   (5) 180

3. To determine how long batteries were likely to last while operating an electric toy, 5 of the toys were selected at random. Fresh batteries were inserted, and the toys were turned on. The times, in hours, that the batteries ran the toys were: 6.25, 8.80, 7.45, 9.50, and 8.40.

   What is the mean (average) number of hours that the batteries ran the toys?

   PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

   Mark your answer in the circles in the grid on your answer sheet.

4. The time in New York City is 3 hours ahead of the time in Los Angeles, and the distance between the cities is 2790 miles. A plane left New York City at 9:15 A.M. and arrived in Los Angeles at 11:15 A.M. local time.

   At what average speed, in miles per hour, did the plane travel during the trip?

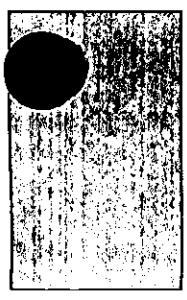
   PLEASE DO NOT WRITE IN THIS TEST BOOKLET.

   Mark your answer in the circles in the grid on your answer sheet.



About MCoOL

Minnesota Center of Online Learning (MCoOL) is Minnesota's regionally accredited online school and a proud component of Houston Public School District #294. MCoOL is open to Minnesota residents and public school students in grades 7-12. Dedicated to offering an online alternative to traditional learning, MCoOL's comprehensive course curriculum exceeds state standards for students, helping them earn a high school diploma and meet college entrance requirements.





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Why MCoOL?

A quality education. MCoOL is committed to enhancing education and holding students to higher standards for core learning in the areas of math, language arts, science, and social studies. Our professionally developed, media-rich curriculum provides some of the most engaging online middle school and high school courses available today. Whether your student is college or career bound, our catalog of over 100 accredited core, Advanced Placement, and elective courses is available to help meet their academic goals.

Like other accredited schools in Minnesota, MCoOL requires that all students take state-mandated assessments and pass Minnesota's Basic Skills Tests (BST) in order to graduate. Last year, 50% of our sophomores exceeded Minnesota's requirements for reading as opposed to the state average of 29%. Our students consistently rank above the national average in their mastery of core subjects. In fact, in 2008, 100% of MCoOL ninth graders passed GRAD, the state's comprehensive writing assessment.

Our graduates earn state-approved high school diplomas from Houston Public School District #294. With the benefit of our standards-based, quality curriculum, MCoOL graduates are accepted at colleges and universities nationwide.

A high-tech education. At MCoOL, students learn the technology skills needed to succeed in the real world. Our high-tech learning environment makes it easy to access online courses day or night. Students receive immediate feedback, can view corrected assignments, and communicate with teachers and classmates wherever they are.

Just as important, MCoOL students get to complete assignments at their own pace. This includes focusing on subjects that are more difficult, or speeding ahead in subjects that are easier. Plus, students get to interact with other students from around the state who share the same passion for this kind of unique and individual education.

Through one-on-one or group interactive learning activities, our online discussion boards and secure online commons, students benefit from unlimited opportunities to meet with peers and instructors. In turn, they learn more.

It's high-touch. By combining teacher-led courses, individual instruction, and continuous personal guidance, we offer an in-depth educational experience that is personalized to meet your individual needs.

Our dedicated instructors are never more than an email or phone call away. They communicate extensively with students, always answering questions within 24 hours, and even hold regular "office" hours. Experienced counselors are also on hand to track academic progress, help

"Online education is the best thing that has ever happened to me. Finally, I have teachers who listen to me and teach in a way I understand. It's great having access to limitless information and working on assignments anywhere I want. Now I'm doing great. I'm happier, more confident and less stressed."



MCoOL is open to Minnesota public school students in grades 7-12. Year-round open enrollment means you can sign up now at www.mcool.org or by calling 1-877-984-7587.

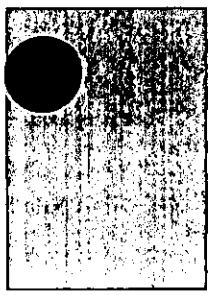
design an effective study program, or advise how to best prepare for college entrance exams. If students experience difficulties in their coursework, our Student Admissions Team (SAT) is available to offer extra help.

At MCoOL, our accredited faculty is comprised of experienced administrators, counselors, and state-certified online teachers with the ability to inspire, engage, and explain. They're dedicated to helping students realize their full academic potential.

Our teachers regularly meet with students in "live" classrooms using Elluminate® whiteboard software. This technology enables them to provide excellent instruction in an environment that mirrors a real classroom setting—where students can listen to lessons, ask and answer questions, and visit with classmates before and after class. Other activities, such as field trips and outings, are scheduled throughout the school year, giving students the chance to meet and interact face-to-face.

For parents, monitoring student performance is easy. By using an assigned personal login, parents can conveniently enter our Parent Portal to view their child's class schedule, assignment due dates, and report cards.







Flexibility is the key.

Learn anytime, anywhere—and turn any room into a personal classroom. Below are three examples of how students can arrange their own daily class and study schedules.

EVERY DAY CAN BE DIFFERENT AT MCOOL

SCHEDULE 1	SCHEDULE 2	SCHEDULE 3
8:00 a.m. Breakfast	**7:30 a.m.** Breakfast	**8:00 a.m.** Breakfast
8:30 a.m. Log in, email a few questions to Algebra II teacher	**8:00 a.m.–10:00 a.m.** Log in, work on Web Design assignments	**8:30 a.m.** Log in, review course assignments and plan out what to accomplish today
8:45 a.m. Start writing essay for Spanish I class	**10:00 a.m.–11:30 a.m.** Make progress on reading assignment for English II	**9:00 a.m.–10:30 a.m.** Complete two chapters of Earth Science assignments
10:45 a.m. Chat online with classmates before Elluminate session on Earth Science starts	**11:30 a.m.–1:00 p.m.** Break for lunch, text message some friends while listening to online music	**10:30 a.m.–11:30 a.m.** Participate in Elluminate session for American History
11:00 a.m.–12:00 p.m. Online interactive Elluminate session on Earth Science	**1:00 p.m.–2:30 p.m.** Work on Algebra II assignments, email teacher with more questions	**11:30 a.m.–12:00 p.m.** Take Spanish I test
12:00 p.m.–12:15 p.m. Review session notes taken during Elluminate	**2:30 p.m.–4:00 p.m.** Work on Earth Science assignment	**12:00 p.m.–1:00 p.m.** Break for lunch, go outside and play with my dog
12:45 p.m.–4:30 p.m. Break for lunch, Mom drives me to ballet classes	**4:00 p.m.–5:30 p.m.** Practice Spanish I, study for upcoming test	**1:00 p.m.–2:00 p.m.** Complete and turn in an Algebra II assignment
4:30 p.m. Log in, Algebra II teacher has responded	**6:00 p.m.** Dinner with family	**2:00 p.m.–3:00 p.m.** Complete and turn in an American History assignment
4:45 p.m.–5:30 p.m. Work on Algebra II assignments	**7:00 p.m.** Hook up with neighborhood friends to hang out	**3:30 p.m.** Mom drives me to ballet audition
6:00 p.m. Dinner with family	**9:30 p.m.** Watch some TV then head to bed	**7:00 p.m.** Late dinner on own
7:30 p.m. Log in with Mom to review progress reports		**8:00 p.m.–10:00 p.m.** Surf the Internet and post a homemade video on YouTube
7:45 p.m. Work on American History homework		
8:45 p.m.–9:00 p.m. Set schedule for tomorrow		
10:00 p.m. Relax, unwind, lights out!		

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Graduation Requirements

For students graduating in 2008, 2009, 2010, and 2011, following are the subject area and the number of credits required for that subject:

Social Studies:	7 credits
English:	8 credits
Science:	6 credits
Mathematics:	4 credits
Careers:	1 credit
Fitness/Health:	3 credits
Fine Arts:	2 credits
Electives:	17 credits
Total:	**48**

For students graduating in 2012 and after:

Social Studies:	7 credits
English:	8 credits
Science:	6 credits
Mathematics:	6 credits
Careers:	1 credit
Fitness/Health:	3 credits
Fine Arts:	2 credits
Electives:	15 credits
Total:	**48**

One credit will be earned for each successful course completion. Six classes per semester or twelve credits per year will be earned. Upon earning 12 credits, the student will be classified as a sophomore. Upon earning 24 credits, the student will become a junior. Earning 36 credits will classify student as a senior. MCoOL requires 48 credits be earned for graduation.

In order to earn a Minnesota High School graduation diploma:

- Students who first entered 8th grade in 2004-05 or earlier must pass the Minnesota Basic Skills Tests (BST) in Reading, Writing, and Math
- Students who first entered 8th grade in 2005-06 or later must pass the Minnesota Graduation-Required Assessment for Diploma (GRAD) embedded in the Minnesota Comprehensive Assessment (MCA-II)

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Preparing for Online Success

Online learning is a very flexible way to complete your education. Students who are most successful are those who are able to work independently and take more responsibility for the learning process. The following survey can help you assess your readiness for online learning, and help you understand what you need to do to prepare yourself to be a successful online learner. Please choose one answer for each question.

Adapted from http://classes.isu.edu/online/students/ready.html

I am considering taking an online class:

☐ because of the flexibility – it allows me to fit a course I desire into my schedule.

☐ to add a course to my class load that is not or may not be offered at my high school.

☐ because _____

1. I usually complete homework and other assignments:
   - 5 – On time: I manage my time well and do not need reminders.
   - 3 – At the last minute: although I sometimes procrastinate, I turn work in without reminders.
   - 1 – Past the deadline: I have difficulty meeting deadlines without reminders.
2. When I have to work individually:
   - 5 – I usually complete the task successfully.
   - 3 – I finish the task but I feel a bit uncomfortable without the instructor's presence.
   - 1 – I rarely finish the task.
3. If I am having difficulty with an assignment:
   - 5 – I often ask the instructor for help.
   - 3 – I sometimes ask for help.
   - 1 – I rarely ask for help.
4. Written instructions are:
   - 5 – easy for me to follow.
   - 3 – easy to follow but I would prefer to have the instructor explain them to me.
   - 1 – confusing and frustrating for me.
5. I consider myself to be:
   - 5 – A good reader: reading is one of my strengths.
   - 3 – An adequate reader: I usually understand what I have read.
   - 1 – A slow or poor reader: reading is not one of my strengths.
6. I consider myself to be:
   - 5 – A good writer: I express myself well in writing.
   - 3 – An adequate writer: I write well enough to complete most assignments.
   - 1 – A weak writer: I struggle with written assignments.
7. When I turn in work:
   - 5 – I can move on to the next assignment while waiting for feedback.
   - 3 – I need feedback within a few days.
   - 1 – I need immediate feedback.
8. Face-to-face meetings with my instructor and my classmates:
   - 5 – are not important to me.
   - 3 – are helpful but not essential.
   - 1 – are very important to me.
9. When asked to utilize new skills and technologies as a learner:
   - 5 – I embrace the challenge and enjoy trying new things.
   - 3 – I am hesitant to take risks, but I am persistent and determined.
   - 1 – I am very uncomfortable and tend to avoid new strategies.
10. As a learner, I would classify myself as being:
    - 5 – highly independent.
    - 3 – somewhat independent.
    - 1 – dependent.
11. I believe I have:
    - 5 – excellent computer and Internet skills.
    - 3 – average computer and Internet skills.
    - 1 – lower than average computer and Internet skills.

Total Points:

45 – 55: You will probably do well as an online learner.

30 – 44: Online learning might work for you, but you will have to adjust some of your learning habits.

11 – 29: Online learning may be a challenge for you. Contact iQ Academy and speak with the School Counselor for more assistance.

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Typical Course Selections

9th Grade

High School Algebra A & B
English 1A & 1B
Earth Science A & B
Geography A & B
Physical Education A & B
2 Electives

10th Grade

Geometry A & B
Biology A & B
English 2A & 2B
World History A & B
Fine Arts
Health
2 Electives

11th Grade

U.S. History A & B
High School Advanced Algebra A & B
Chemistry A & B
English 3A & 3B
Career Planning
3 Electives

12th Grade

American Government/Economics
English 4A & 4B
Pre-Calculus/Trigonometry
Fine Arts
5 Electives



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Internet Safety Tips for Parents

Learn as much as you can about the Internet

One thing we often hear from parents is that their child knows much more about the internet than they do. This is only natural because our children are growing up in the digital age. Parents who take the time to use the internet and become familiar with the benefits and potential risks of surfing the web are in a much better position to monitor their child's use of this important tool. It gives you another topic to talk about with your teen and if they know you are knowledgeable they are probably less likely to get into trouble online without you knowing about it.

Talk with your child and set guidelines for internet use

Set some house rules for internet use. Many families make a decision that the internet can only be accessed from a computer in a common area of the house, such as a kitchen or dining room so others in the family can keep an eye on what is on the screen. If the computer is used in a private area such as a bedroom, stop in and check periodically.

Some families also set certain times for internet access or limit the amount of time spent by their child online.

Talk with your child about using social sites such as MySpace.com and Facebook.com. Teens often give out too much personal information on these sites.

Encourage your child to come to you if they encounter a problem online

Keep the lines of communication open so that your child feels comfortable coming to you with concerns about any problems or issues they encounter online.

Get help from blocking or filtering software

There are lots of choices for filtering, blocking and adding parental controls to your computer. A good place to research these options is to look for them online and read about the strengths and features of the choices. Some Internet Service Providers have filtering options built in. There are also software programs parents can purchase to add to their computer. Many of these programs allow parents to view what sites their child has visited and how much time was spent at each.

MCoOL has filtering software built into the laptops we provide. Content Barrier can filter and block websites by address or by category. Parents can modify the filters if needed to match their family internet guidelines.

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Curriculum 411



> 48 credits are required for graduation.

> Graduation requirements are the same as Houston High School.

> Students' typical course schedule by grade level is displayed in handout.

> MCoOL students will choose next year's courses by working with our counselor. A course description guide will be included in the course selection packet.

> Students need to plan on spending two hours daily per enrolled course in order to be academically successful!

> MCoOL students will interact with their teachers and fellow classmates through our real-time online class sessions via Elluminate.



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2008-2009 Dates to Note

The following important dates will be useful as we move toward the beginning of your MCoOL experience.

August:
Students will receive textbooks, user name, and log-in information. New student Orientation Course is available online for students to prepare for the coming year.

September 2:
First official day of school.

November 10, 2008
Start of second quarter.

January 27, 2009
Start of third quarter.

March 31, 2009
Start of fourth quarter.

April:
Proctored State Assessments in regional locations.



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Student Rights & Responsibilities

Students have the right:	Students have the responsibility:
To apply to participate in MCoOL.	To agree that students who elect to enroll in MCoOL will participate in required State of Minnesota Assessments.
To work at their own pace within the semester framework.	To participate in every class, every week, and to average two hours per class per day.
To have work graded in a timely manner. In general, essays and major projects will be graded within three school days.	To properly send written work in an .rtf format and to save the document on your hard drive as a backup.
To have the necessary materials and support to participate in courses.	To report any missing textbooks or computer problems to the school immediately so we can resolve the problem.
To have questions about academic progress and standing answered in a timely manner. Emails or phone inquiries will be answered within one school day.	To contact course instructors first to have questions answered.
To use the MCoOL discussion boards and school-provided email.	To correctly and respectfully communicate with others.
To receive a school-provided MCoOL email address.	To check their MCoOL mail daily, and use it for all communication with teachers and MCoOL staff.

Student Name (please print): _____

Student Signature: _____ Date: _____

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Reading a Pace Chart

Course name and description

Biology: Semester 1

Week	Item *red items will be graded*
1 August 11 - 15	☐ Course Introduction. Read everything that is offered regarding orientation to your online course. ☐ Unit 1, Section 1: Discipline Lab Notebook ☐ Unit 1, Section 1: Experiment Lab Notebook ☐ Unit 1, Section 1: Heredity Lab Notebook ☐ Unit 1, Section 1: Unifying Themes Lab Notebook ☐ Unit 1, Section 1: Characteristics of Life Discussion ☐ Unit 1, Section 1: The Scientific Method Lab ☐ [illegible] ☐ [illegible] ☐ [illegible]
2 August 18 - 22	☐ [illegible] ☐ Unit 2, Introduction: Energy Lab Notebook ☐ Unit 2, Introduction: Reactions Lab Notebook ☐ [illegible] ☐ Unit 2, Section 1: Enzyme Lab ☐ [illegible] ☐ Unit 2, Section 2: Remote Lab Notebook ☐ Unit 2, Section 2: Food Lab Notebook ☐ Unit 2, Section 2: Photosynthesis Lab ☐ [illegible]
3 August 25 - 29	☐ [illegible] ☐ Unit 2, Section 3: Oxygen Lab Notebook ☐ Unit 2, Section 3: Cellular Respiration Discussion ☐ [illegible] ☐ [illegible] ☐ Unit 3, Section 1: Telescopes and Microscopes Lab Notebook ☐ Unit 3, Section 1: Measurement Lab Notebook ☐ [illegible] ☐ [illegible] ☐ Unit 3, Section 3: Cell Division Lab Notebook
4 September 1 - 5	☐ Unit 3, Section 3: Cancer Lab Notebook ☐ Unit 3, Section 3: Image Lab Notebook ☐ Unit 3, Section 3: Mitosis Lab ☐ [illegible] ☐ Unit 3, Section 4: Mitosis Lab Notebook ☐ Unit 3, Section 4: Meiosis Lab Notebook ☐ Unit 3, Section 4: Cloning Lab Notebook ☐ Unit 3, Section 4: Meiosis Lab ☐ [illegible] ☐ [illegible]
5 September 8 - 12	☐ [illegible] ☐ Unit 4, Section 1: Biography Lab Notebook ☐ [illegible] ☐ Unit 4, Section 2: Sex-linked Genetic Trait Lab Notebook ☐ Unit 4, Section 2: Phenotype Lab Notebook ☐ Unit 4, Section 2: X Chromosome Lab Notebook ☐ Unit 4, Section 3: Prenatal Testing Lab Notebook ☐ Unit 4, Section 3: Meet the Jeffersons Lab Notebook

1. Identify the week.

2. Review the list of assignments for the week. Those in red must be submitted for a grade!

3. Progress Report timing is clearly indicated – stay on pace for success!

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Parent Rights & Responsibilities

Parents have the right:	Parents have the responsibility:
To apply to participate in MCoOL.	To agree that students who elect to enroll in MCoOL will participate in required State of Minnesota Assessments.
To be a partner in their children's education.	To provide support for learning by helping their student create a regular learning schedule. To provide a clutter-free workspace with easy access to all needed materials. To create a work space that allows for quiet concentration.
To have the necessary equipment and software provided for their student.	To provide insurance for the equipment that is on loan to you to cover damage by fire, theft, accident, natural disaster, or force majeure at its full replacement value.
To have the necessary materials provided for all courses.	To report any missing textbooks or computer problems to the school immediately so we can resolve the problem.
To have questions about academic progress and standing answered in a timely manner.	To contact course instructors first to have questions answered.
To receive a school provided MCoOL email address.	To check your MCoOL email at least weekly and use it for all communication with teachers and MCoOL staff.
To receive an observer user name and password.	To monitor student's progress and achievement on a regular basis.
To receive regular progress reports regarding student academic achievement and activity.	To ensure that their child is actively participating in the school program.

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

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Successful Online Learners

Online learning is a very flexible way to complete your education. Students who are most successful are those who are able to work independently and take more responsibility for the learning process. Check out this list of characteristics of successful online learners, and see how you measure up. Don't be surprised if you need to work on a few of these, most students do!

Successful Online Learners Are Usually:

> Able to manage their time well: They procrastinate sometimes, but can meet deadlines.

> Able to work on their own: Although they sometimes ask for help if they get stuck.

> Not afraid to ask for help: They are willing to speak up for themselves.

> Able to follow written instructions: And may need occasional explanation from the instructor.

> Good readers: They can usually understand what they read.

> Good writers: They express themselves well in writing, or at least well enough to complete most assignments.

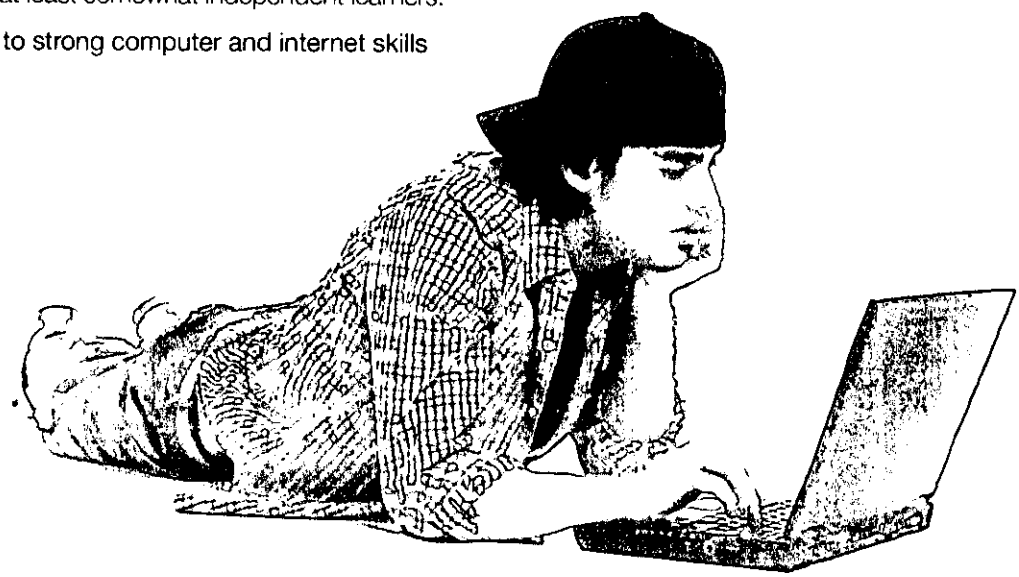
> Able to move on to the next assignment while waiting for feedback from their teacher.

> Not dependent on face-to-face interactions for all of their learning and social needs.

> Open to the challenge of new technologies and aren't afraid to try new things.

> Highly independent or at least somewhat independent learners.

> Students with average to strong computer and internet skills



> Some High School students are natural online learners.

> Most students have to adjust some of their current learning habits to become highly successful online learners.

> If you are up to the challenge, the rewards will be great!

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FROM THE DIRECTOR'S CHAIR

By Jon Martinson, NDSBA Executive Director

Social Studies Teachers Tour Germany

Eleven social studies teachers and I had a marvelous study tour of Germany in June. As you recall, this expense-paid trip was funded by Berlin-based Atlantik-Brucke, an organization formed to support German/ American relationships.

Students in eleven classrooms throughout North Dakota will benefit from the commitment their teachers demonstrated throughout this trip which was jam-packed from morning until evening. During our trip, we visited with students, teachers, political leaders, and businessmen and women. Wherever we went, our teachers took pictures of historical sites, made detailed notes, picked up pamphlets, and purchased books to share with their students. Due to the dedication and commitment of these remarkable teachers, their classrooms will be full of renewed enthusiasm and rich discussion when the topic turns to Germany.

Throughout our discussions in Meissen and Freiberg, located in Eastern Germany, we [redacted] many similarities to North Dakota. [redacted]ools are experiencing declining enrollment, the population is aging, and younger people are moving to Western Germany for better paying jobs. There are no easy solutions in Germany either.

If your community has a teacher who participated in this trip, you might invite him or her to give a report of the experience at an upcoming school board meeting.



Meeting with Minister Udo Corts, State of Hesse, in Wiesbaden. Seated from the left: Lynette Fitterer (Glen Ullin); Jon Martinson (NDSBA); Robin Nein (Bismarck); Yvonne Engelhart (Strasburg); Lisa Sorteberg (LaMoure). Standing from the left: Jurgen Pinnow (Atlantik-Brucke); Larry Volk (Griggs County Central High School); David Duttenhefer (Surrey); Dalton McMahon (Mayville State Universtiy); Minister Corts; Julie Costello (Fargo); Karen Ring (Langdon); Scott Obrigewitch (Dickinson); and Keith Gohdes (Maple Valley).



The group posed for a picture below the statue of Johann Goethe (1749-1832) and his contemporary, rival, and friend Friedrich Schiller (1759-1805) in Weimar.



Julie Costello (Agassiz Middle School in Fargo), Lynette Fitterer (Glen Ullin), and Lisa Sorteberg (LaMoure) visit with high school students at Geschwister-Scholl Gymnasium in Freiberg.

HB 1013 January 20, 2004
attachment # 4

To receive matching funds from the National Geographic Society (NGS), the North Dakota Geographic Alliance (NDGA) is requesting $226,000. NGS will then match these funds to cap a full million-dollar endowment dedicated to the improvement and expansion of geography education in North Dakota. In 2001, the National Geographic Society matched $125,000 from the state of North Dakota, as well as $126,000, chiefly from a private donor, to establish a partial endowment. In 2003 an additional $22,000 was donated to the fund chiefly by a private donor, which was also matched by NGS.

North Dakota has been able to take advantage of only part of the existing NGS matching funds. The opportunity for Geographic Alliances to receive these funds is limited. All earnings of this self sustaining program are permanently dedicated to geography education in North Dakota.

The NDGA has an impressive record of offering high quality professional development and providing support to teachers who represent all areas of the curriculum, especially to those who teach social studies. This permanent fund will empower NDGA to expand existing programs and services and provide up to date classroom resources.

A million dollar endowment will guarantee permanent funding for professional development to allow the North Dakota Geographic Alliance to meet the needs of all teachers and students by enhancing and expanding geography/social studies education across the state.

HB 2013 January 20, 2009
attachment # 4b

Hello, my name is Marilyn Weiser and I am the Coordinator of the North Dakota Geographic Alliance, which is housed at Minot State University. We provide resources and social studies professional development for teachers across the state.

$125,000 is listed in the budget for our organization; however, we are requesting the original amount of $226,000 that is needed to cap off a million dollar endowment. The National Geographic Society matches all local funds, therefore a state commitment of $226,000 actually becomes $452,000.

The full amount will secure permanent funding and will allow us to expand comprehensive, high quality social studies education and professional development that will ultimately affect thousands of students in our increasingly competitive world. It will speed up the process to design a more encompassing social studies professional development plan to include all components of the social studies curriculum including geography, civics, economics, and environmental awareness. This will enable us to have an infrastructure that will provide high quality summer training in every region of the state. It is critical that we get the full amount while the matching money from NGS is available.

The North Dakota Geographic Alliance sponsored a Summer Institute in Bismarck June 9-13, 2008. Thirty-seven teachers attended from 33 schools. Because of our high quality professional development workshop, approximately 1,000 students discovered new ways to learn about the world around them and how to make good decisions. If we can expand this caliber of professional development to four Institutes or workshops over the next two years, we expect to have an impact on approximately 8,000 students.

I am going to give you a copy of the Executive Summary of a 2007 Face-to-Face Survey that NDGA conducted in order to evaluate the needs of teachers.

Thank-you for your consideration of this request on behalf of North Dakota teachers and students.

Marilyn Weiser
NDGA Coordinator
721-6248
marilyn.weiser@minotstateu.edu

HB 1013 January 20, 2009
Attachment # 5

Testimony, House Appropriations Committee, January 2009
By Phil Murphy Teacher, MayPort CG

I am here today to speak in favor of HB 1013. This bill will fuel a dynamic organization that has only one aim – make geographic literacy happen for our children. Teachers love the ND Geographic Alliance. They put on the best weeklong summer classes available to teachers – for the two I have been to, attendees are largely dedicated and passionate. Those that have little experience get caught up in the excitement of being with people who care about what they are teaching. I have had the privilege of attending two weeklong classes, both as a presenter and learner. They have brought in national and state-level people to teach us and help us get perspective.

When I got back from this summer's session, I knew whom I could email or call if I needed help. I remembered people like Brian Kalk – now on the PSC – and his message about our environment as well as Tom Decker telling us what to expect with our school populations, the panel discussion featuring our state tourism director, state meteorologist, the representative from the coal industry and our tour of the Mandan refinery. Mostly though, it is those teachers and presenters who talk about what kids can do when given the chance. It may sound corny or contrived, but I am really proud to be with these people and our whole state should know about it and take pride.

NDGA also presents summer classes that last 2 days – usually agricultural. I taught one called "Behind the scenes in agriculture – eastern ND" and there has been a longer running one in western ND, out of Minot. Teachers take that knowledge right into the classroom and use it.

NDGA supplies teachers with monthly emails and a newsletter full of sites and tips to use for geography K-12. It has also been a conduit for sending teachers to National Geographic HQ for training with outstanding people.

It also provides recognition for our teachers who do well – when morale is up, students get better teachers and a better education.

When you teach geography, you teach about places and people –places that are different and people who are different and yet so much the same as you and I. In our shrinking world the perspective and ultimately, the wisdom that comes from studying it is more important than ever. We cannot let our kids be plugged in only to popular music and reality t.v. that is so far from reality. With a larger endowment, the NDGA governing body is planning to double their efforts.

This one-time investment gives tremendous bang for the buck and will be matched by National Geographic. I will thank you now for your potential positive recommendation to promote geography education in our state.

Are there any questions before I go back to class?

Hello, my name is Marilyn Weiser and I am the Coordinator of the North Dakota Geographic Alliance, which is housed at Minot State University. We provide resources and social studies professional development for teachers across the state.

The National Geographic Society matches all local funds; therefore a state commitment of $226,000 actually becomes $452,000. This is the remaining amount needed to cap a million dollar endowment. A partial endowment was established in 2001.

The Governor's budget requested $125,000. The House Appropriations sub-committee saw fit to add $101,000 to complete the match for full endowment. The window on matching funds from the National Geographic Society is closed, except for $226,000 that they are holding for North Dakota.

This money will secure permanent funding and allow us to expand comprehensive, high quality social studies education and professional development that will ultimately affect thousands of students in our increasingly competitive world. It will speed up the process to design a more encompassing social studies professional development plan to include all components of the social studies curriculum including geography, civics, history, economics, environmental awareness, and North Dakota Studies. It will enable us to have an infrastructure that will make available high quality summer training in every region of the state.

The North Dakota Geographic Alliance sponsored a Summer Institute in Bismarck June 9-13, 2008. Thirty-seven teachers attended from 33 schools. Because of our high quality professional development workshop, approximately 1,000 students discovered new ways to learn about the world around them and how to make good decisions. If we can expand this caliber of professional development to four Institutes or workshops over the next two years, we expect to have an impact on approximately 8,000 students. In addition NDGA co-sponsors four summer workshops.

I am going to give you three other documents; 1) a copy of the Executive Summary of a 2007 Face-to-Face Survey that NDGA conducted in order to evaluate the needs of teachers, 2) Frequently Asked Questions 3) brief summary of NDGA organization.

Thank-you for your consideration of this request on behalf of North Dakota teachers and students.

Marilyn Weiser
NDGA Coordinator
721-6248
marilyn.weiser@minotstateu.edu

2007 Face to Face Survey:

What Can We Do For You?

Executive Summary

By Marilyn Weiser

North Dakota Geographic Alliance
Minot State University
500 University Ave. W.
Minot, ND 58707

Executive Summary

In the spring of 2006, the North Dakota Geographic Alliance (NDGA) Board of Directors elected to evaluate its mission and goals in the context of the status of geography/social studies education and the urgent and relevant need for professional development. Social Studies and all of its components have been left behind as a result of the priorities of the *No Child Left Behind Act*. The Board sought to determine how to meet the professional development needs of educators and to examine the quantity and quality of geography education reaching North Dakota students. There had not been an Alliance Summer Geography Institute since 2001, therefore it was necessary to evaluate and identify the needs of teachers by going directly to them. The most effective way was to meet with them face-to-face.

Twelve superintendents were contacted in six Class A and six Class B North Dakota schools embracing a variety of demographic characteristics. Each administrator selected five key geography/social studies teachers representing K-12. The survey was emailed to those teachers and a face-to-face meeting was scheduled where the responses were discussed. Approximately 60 educators represented an evenly distributed number of elementary, middle, and high school teachers located in the four quadrants of the state. The survey was conducted between January and April of 2007.

The teachers provided vital data for consideration:

- overwhelming need for professional development
- up to date resources
- additional preparation time and support of efforts to put the standards into practice
- grade level multi-media and technology support
- enhancement of classroom skills and resources to teach the relevance of geography/social studies
- evaluation of and improving attitudes toward geography/social studies
- how to connect geography/social studies to the entire curriculum.

In addition, the nature of the face-to-face survey gave educators the opportunity to offer worthy concerns. Following are some of the most critical:

Concerns:

- geography should be required in the high school curriculum
- a goal of geography/social studies education in all ND classrooms should be to prepare students for productive citizenship
- we must achieve geographic literacy to provide students with skills necessary for productive employment and global citizenship by developing an understanding of local and world cultures
- need for follow up and communication after a professional development event
- Department of Public Instruction could provide an interactive link with lesson plans for each standard
- map and spatial skills need to be taught at every grade level

Geographic reality in ND schools and classrooms:

- some foreign exchange students know more about geography/history/social studies than ND students
- many teachers purchase materials with personal funds because of outdated resources such as a 1953 world map in a middle school classroom, a European map with the former USSR named in a third grade classroom, and 1987 atlases in a high school geography classroom

Overall, profound statements throughout the survey indicate a critical need for the resurgence of and attention to geography/social studies education and for providing teachers with materials and information necessary to successfully give students the power of global knowledge.

1. How large is the North Dakota Geography Education Fund and what were the sources of the contributions?
The Fund was established in 2001 with a $125K in private donations matched by $125K from the N.D. Department of Public Instruction. The entire $250K was matched by the National Geographic Society (NGS) creating a $500K fund.

2. Who is responsible for managing the endowment funds?
NGS acts as custodian of the endowment funds and assumes all investment and administration costs. All the earnings of the Fund are dedicated to geography education in ND. As in the 22 other states with Geography Education Funds, spending from the earnings of the Fund is governed by an agreement between the donors and NGS. The standard agreement provides that an Advisory Committee of ND educators prepares an annual plan for expenditures from the Fund subject to approval by NGS. NGS requires only that the money be used for geography education projects of "the highest merit."

3. What if the ND Department of Public Instruction or NGS wanted to terminate the Fund?
The Fund is intended to be permanent but in the unlikely event the NGS ended its non-profit status or ceased business the assets of the Fund would be returned to the donors on a pro-rata basis. If the ND Geographic Alliance ceased to exist, the Fund Advisory Committee could nominate another entity to take over its responsibilities.

4. What are the major accomplishments of the Alliance?
We will expand the offering of quality professional development as well as current and innovative resources for geography educators in ND. We partnered with the ND Curriculum Initiative, ND Forest Service, State Historical Society, EduTech Education Technology Services, Knife River Indian Villages National Historic Site, Lewis & Clark For Mandan Foundation, ND Council of the Arts. We will be able to expand our partnerships to increase the number of geography workshops. NDGA sponsored professional development and resources for approximately 100 teachers during the summer of 2008. This outreach will influence and advance geography/social studies education in lives of at least 3,000 students. This is only the tip of the iceberg.

5. How much does the Alliance receive from the Fund?
The present annual payout from the Fund is $41K. The Alliance is also eligible to compete for other grants from the National Geographic Education Foundation.

6. How would a larger endowment benefit ND teachers and students?
A survey of ND teachers conducted last year by the Alliance disclosed a number of unmet needs. These include geography education materials, teacher workshops and institutes to help teachers teach geography more effectively, and strategies for integrating geography into the teaching of other subjects such as math and reading. Although the Alliance relies heavily on volunteers, there are inevitable expenses such as logistical costs for the workshops and materials.

7. How is the annual payout from the Fund determined?
The annual payout is percentage of the total amount in the Fund. Currently the Funds are paying out at the rate of 5.25%. That figure is determined by the need to pay out as much as possible while ensuring preservation of the principal and allowing for some growth in the Fund.

8. Do organizations representing other academic subjects receive grants?
All core academic subjects except geography have specially designated federal programs that provide grant funds for their needs.

9. Does the Alliance work with the ND Rural Education Association (REA).
The broadening of NDGA will benefit every education agency, teacher, consultant, and student in the state. The REAs were very involved with the publicity for our events. The Alliance will continue to work closely with the REA on programs to improve the teaching of geography. A larger endowment for geography education will allow the Alliance to expand its relationship with the REA as well as other state agencies interested in education.

10. What does it cost to administer our alliance?
The Alliance spends approximately $20K annually on administration. These costs include maintaining an office, responding to teacher inquiries, and distributing materials. The Alliance is able to keep its administrative costs down because teachers and academic geographers who volunteer their time provide much of its service. It is only with a strong infrastructure that an organization such as NDGA can maintain a strong presence in the field of geography/social studies in ND schools.

11. Why is geography important to ND students?
Geography is more than places on a map. It's global connections. It is people, cultures, economics and environments. Our young people need to know geography in order to understand today's world—**and succeed in tomorrows.** But they're not getting enough of it, in or out of school. A National Geographic-Roper survey shows half of young Americans can't locate world powers like Japan and India. Twenty percent can't find the Pacific Ocean. ND has a prominent role in international trade and business. Without geography, our children aren't ready for the world. Kids who understand our world today can succeed in it tomorrow.

12. What is the success of other states that have endowments?
22 other states have full endowments that are working well for students and teachers. Some of these endowments have been operating for nearly 20 years and have paid out hundreds of thousands of dollars more than was originally contributed. The endowments are a proven program that has been in place in other states for a long time.

North Dakota Geographic Alliance

The North Dakota Geographic Alliance (NDGA), founded in 1991, is an organization of teachers, higher education faculty, and others interested in promoting geography education. It is housed at Minot State University and has 145 members. The NDGA is part of the National Geographic Education Foundation network of volunteers committed to improving geographic education in the United States.

NDGA has provided professional development for teachers and geography education outreach for seventeen years. Over 1500 teachers in the state have participated in Alliance activities that are held in all regions of the state. NDGA is the premier leader of standards-based social studies professional development.

NDGA Activities

- Annual Alliance Summer Geography Institute. Because most teachers don't have a background in geography, the institutes are designed to provide the type of professional development that will give teachers a clear perspective and knowledge of exactly what geography is all about. They receive many free maps, lesson plans, and technology training
- A quarterly Dakota Alliance Newsletter and web site focus on supplying teachers with innovative teaching strategies and relevant ideas for classroom instruction
- Participation in a National Geographic Society-led campaign to increase geographic learning and give kids the power of global knowledge
- NDGA is proud to work in partnership with a number of interdisciplinary organizations and agencies to provide outreach programs to teachers across the state of ND

In 2007, the NDGA conducted a face-to-face survey in twelve school districts to evaluate and identify needs of teachers. It is from these survey results that the NDGA 07-08 program year and strategic plan was developed. The survey results indicated an overwhelming need for professional development, up-to-date resources, skills on how to connect geography/social studies to the entire curriculum, and a crucial need for technology support.

June 9-13, 2008, NDGA, with partial funding from the National Geographic Society and the ND Curriculum Initiative, is sponsoring a one-week Summer Institute in Bismarck that will focus on the people of our local and global communities. The theme, "The Village, Our People" will be reflected throughout the week in presentations, a field trip, and hands-on activities. We expect 50 teachers as well as many guests from the community.

NDGA has many master teachers and outstanding leadership representation among its membership. Among the honors that various members have received are:

- Cram Award—national award to recognize teachers who create a program that promotes geography education in the schools; enhances the geographic literacy of students at the classroom, district, or statewide level; and encourages the integration of geography into the social studies curriculum/classroom.
- North Dakota Teacher of the Year
- Fulbright Teacher Scholarships
- Excellence in Teaching
- National Youth Leadership Forum Honorary Member
- Who's Who Among America's Teachers
- National US Forest Service Award

Contact

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(701) 838-3063

Larry Lasch – HS Geography Teacher – Wahpeton, ND
13 years teaching Experience – 3 with Geography

I personally did not know the ND Geographic Alliance existed until 3 years ago. It was then that Marilyn Weiser went around the state asking geography teachers what they needed to be more effective educators.

I've been teaching Social Studies for 13 years but the last three have been my first stint with World Geography. I have found the NDGA to be a very valuable resource especially with the middle school and elementary curriculums. As a high school teacher I would like to see the NDGA reach out to a 9-12 curriculum. With an increased budget NDGA will help high schools accomplish the need of expanding their geography curriculums. The No Child Left Behind Act has caused teachers to look for classes to fulfill the "Highly Qualified" status, but very few classes are geography specific. The NDGA is an organization that can assist teachers and schools meet their needs.

The NDGA has been working to rebuild its resources and is looking for new ways to reach, inform, and provide resources to teachers. Currently the NDGA is offering the Alliance Summer Geography Institute, Geo FIT (Forestry Institute for Teachers), an Ag Tour, and will support a GIS Workshop. With many of these programs the NDGA has been working in conjunction with ND Curriculum Initiative, ND Forest Service, ND Department of Agriculture, ND State Historical Society, ND Council of the Arts, ND and US Park Service and EduTech.

This one-time-shot revenue boost from the state of ND will allow the NDGA continued growth. The NDGA can offer more field based experiences to enhance education. I've taken classes that involve sitting in classrooms and listening to lectures and I've been involved in hands-on field trip learning excursions. There is no comparison. The field trip experiences that the NDGA can offer allow the teacher to bring so much more back to the classroom.

With the added funding the NDGA can aim to reach not only teachers directly but also students. Get the students hands on with GIS and GSP technology. I believe that the NDGA can be to ND education what Teaching with Technology has done for the classrooms when the PC and Internet were first mainstreamed into the schools of ND a little over a decade ago. Today, geography is so much more than memorizing countries and capitals.

Tuesday evening President Obama made this statement early in is his joint session address, **"Our children will compete for jobs in a global economy that too many of our schools do not prepare them for."** Providing us with this one-time-shot of funding the North Dakota Geographic Alliance can continue to keep our students on pace with global markets and international competition.

North Dakota Governor's School in English Studies

September, 2008

Background

For several years, the NDSU English department has headed the evening fine arts course in Creative Writing at the North Dakota Governor's School. We now propose a progressive, fully developed 6-week program in English Studies which introduces students to the English Studies community and exposes them to college level work. This program will provide students with multiple study options, all of which encourage active engagement in the field and ties to the state at large.

Rationale

English Studies is a dynamic, evolving constellation of disciplines, and the department of English at NDSU now boasts a diverse, active, and cutting-edge faculty. Whether they are interested in literary study or teaching, Creative Writing or Rhetoric, North Dakota high school students are likely to gain an experience here that simply cannot be gained elsewhere. We can offer:

- State outreach through an ongoing online journal, easily accessed, updated, and archived;
- Expertise in a number of areas, both new and traditional;
- Ample resources, especially in the area of electronic communications;
- A personalized plan of study;
- Exposure to college-level literary study, academic writing, rhetorical situations, and language;
- A challenging, inspirational, and uncommon experience in English studies.

Objectives

- To develop an English Studies community which promotes ongoing exchange between students, faculty, alumni, parents, and the state at large;
- To introduce young students to the different disciplines within English and to encourage future study;

- To assist students in producing written or performed products which represent their increasing knowledge of English Studies generally and their areas of focus particularly;
- To enrich the student's awareness and enjoyment of language, literature, and cultures.

Description of Program

1) The Journal

Publication of student work in a Governor's School English Studies journal is an important goal of the program. It will make student work visible to the public, encourage students to pursue further study, and provide a real audience for their research and creations. The editorial staff will likely include students as well as faculty. (Some issues may be entirely student-produced, especially if a given year's emphasis is literary publication.) We also see the possibility of an eventual anthology, published by a state press and bringing together selected works from several issues.

2) The Students

We are looking for independent, creative, culturally diverse students across the state who enjoy and excel in language-related work. We hope to reach students who are considering both further study in English and an English-related career, who seek a challenge, and/or who wish to explore subjects and avenues not otherwise available to them in their corner of North Dakota. General areas of study include Creative Writing; Literary Studies; Writing, Rhetoric, and New Media Studies; Technical/Professional Writing; Film Studies; the Teaching of English; and Linguistics. Some years we may offer one or more foci and "streams"—specific topics or areas of study, which students can then adapt and fine-tune with instructor guidance, according to their interests.

3) The Teachers

Teaching staff will vary according to availability and each year's possible emphasis. In turn, the streams available to students will change from year to year, depending on each year's instructors. We hope to build a program which is flexible in focus and methods, but is always grounded in the belief that English Studies is a living, evolving enterprise, a field which encourages exploration, collaboration, and community building.

We wish additionally to include English graduate students as teachers, providing them with needed field experience in teaching and injecting energy into the program for high school students. These graduate students may also choose to participate in research on the high school-to-college transition in writing.

4) The Six-Week Schedule

Week 1: General introduction to English Studies, with visits by faculty across the department. High school students are often not aware of the wide possibilities available to them in English, and this introductory week will serve as an engaging preview.

Week 2: Community building and "stretching." We see English Studies as a community whose boundaries do not have to end with the classroom or even the university. We anticipate visits by literary artists across the state, readings and lectures by nationally established scholars, forays into Fargo or nearby towns to attend literary and cultural events, and online investigations into forums and listserves for young writers. We also see this as an important opportunity to expose students to writing and scholarship by diverse ethnic groups. Finally, this week will involve such "stretching" exercises as small collaborative writings and invention exercises, all with an eye to each student's eventual choice of project.

Week 3: Researching and defining project focus within the current year's emphasis. Students will select their area of interest and then further narrow this as they gain awareness through research, readings, and discussion. Faculty will assist students in devising and following through with a study/reading plan.

Week 4: Intensive drafting and workshopping of major project. Students will have ample time for writing, as well as studio-style group critiques of their works-in-progress. They will work closely with both their peers and faculty mentors one-on-one and through online communications.

Week 5: Editing and polishing final work. Along with intensive revision of their projects, students will learn about the broad spectrum of literary publications and audiences available to them locally and nationally. They will learn about writers' conferences, publishing aides and resources, and instructional support beyond Governor's School.

Week 6: Preparation for journal and reception performance. Students will review public speaking skills, practice live performance of their work, and finalize their manuscripts for submission to the journal. Performance and publication are important components of all English Studies disciplines.

5) Daily Schedule

<u>Morning</u>

Large-group meeting to include guest lecturers or demonstrations, followed by break-out groups and/or research in computer cluster or library. Depending on the week, morning activities may include close consultations with faculty mentors or graduate students in offices, computer clusters, or library.

End of lunch-4:00

Forays into the F/M community or state at large. Studio-style critiques, faculty-student conferences, and intensive independent work in computer clusters.

6) Outcomes or Products

- A growing state-wide English Studies community made up of teachers, students, alumni, and families;
- Publication in an online and/or hardcopy journal;
- An evening reading where students publicly share what they have created;
- A future anthology of work by Governor's School English students, published by a state press.

7) Budget (see attached)

8) Application Packet (see attached)

North Dakota Governor's School in English Studies Proposed Budget

(based on projected enrollment of 20 students)

Salaries and Wages

Administrative—

Residence counselors/program assistants 2 @ $1500	$3000
Life and Learning $40/student	$800
Fringe benefits @17.5%	$820

Instructional—

English faculty 3 @ $3000	$9,000
Graduate instructors 2 @ $1500	$3000
Visiting writer #1	$1000
Visiting writer #2	$500
Speaker honorarium 3 @ $100	$300
Fringe benefits @ 17.5%	$2415

Technical—

Online journal webmaster 1 @ $500	$500
Journal editor-in-chief 1 @ $500	$500
Fringe benefits @ 17.5%	$175

Remaining Operating Expenses

Computer equipment and software for online magazine	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	
Students 20@ $700	$14000
Resident counselors 2 @ $500	$1000
Governor's School closing reception 25 @ 6	$150

TOTAL COSTS **$41,360**

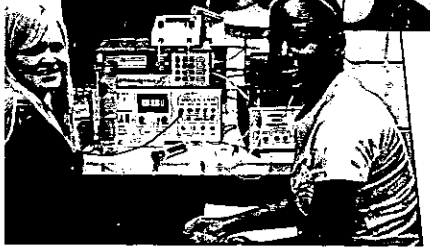
Local Funds (1,360)

Total $40,000 per year

Total Biennium $80,000









The intensive six-week program is open to North Dakota high school sophomores and juniors. North Dakota State University faculty offer highly concentrated instruction through classroom experiences, discussion groups, labs, field trips and other activities. Visual arts students will produce a traveling art display.

Typical Governor's School assignments include reading, journaling, conducting research and collaborative projects. Evenings and weekends are reserved for recreational and fine arts activities. There is one mid-session break over the July 4th holiday.

Governor's School participants live in NDSU residence halls and eat in campus dining halls. Like college students, they're responsible for transportation to and from campus and personal expenses, such as laundry and snacks.

"Governor's School was a peek into my future life in college, my future struggles of living independently and my future self."

Hedan Zeng, Grand Forks, *mathematics*

north dakota

TAKE A GIANT STEP INTO YOUR FUTURE

governor's school

English

A progressive program that introduces students to the multiple disciplines within English Studies, with concentrated work in their choice of creative writing; literary studies; writing, rhetoric and new media studies; linguistics; or the teaching of English.

Cindy Nichols | Cindy.nichols@ndsu.edu | 701-231-7024

Visual Arts

Students will immerse themselves in different mediums such as printmaking, drawing, sculpting and visual graphics. The outcome of these concentrations will be to do public displays at gallery locations and perhaps at local shopping malls.

Kent Kapplinger | Kent.Kapplinger@ndsu.edu | 701-231-8360

Mathematics

The focus of the study in mathematical sciences will be in select areas of mathematics theory, applied discrete mathematics, and technology related to mathematics. Students will have a day that has three one-and-a-half hour sessions on computer science, mathematics theory and discrete mathematics. Each day time also will be used to learn about technology such as graphics calculators and computer software.

Larry Taylor | Larry.taylor@ndsu.edu | 701-231-9542

Laboratory Science

Laboratory science students will focus on laboratory techniques and handling of quantitative data and biochemistry and physics labs will be presented. They will participate in a broad-based training program for laboratory sciences during the first week of Governor's School. Each student will work in a research group engaged in science based upon student interest, preparation and availability of projects.

Marie Miller | marie.miller@ndsu.edu | 701-231-7411

Information Technology and Marketing

The information technology program for the North Dakota Governor's School instructs students in a broad range of computer skills and real world applications. Students will learn Internet technologies, including Web development and networking, as well as computer programming, with a focus on developing computer games. Students will work on projects, both individually and in groups, and will learn the basics and marketing of their projects.

Brian Slator | Brian.Slater@ndsu.edu | 701-231-6124



If you have above average abilities in business, English, information technology and marketing, laboratory science, mathematics or visual arts, we want you to apply to North Dakota Governor's School.

we're looking for high achievers

"I have never had such a fun time being academically challenged and pushed to my limits. Lifetime friendships and educational contacts have been established forever, and because of this, my future holds many options. I was exposed to a variety of students from around North Dakota who actually wanted to learn. This was a vital piece to the overall experience."

Erin Gaugler, New Leipzig, *science*



"North Dakota Governor's School will provide you with one of the best academic and social experiences you'll ever have, and provides a fantastic introduction to independent living."

Josh Hazer, Woodworth, *performing arts*

What does it cost?

The state of North Dakota funds the cost of participation for North Dakota students who are accepted into the program. In this case, the best things in life are free.

Who should apply?

North Dakota governor's School is looking for high school sophomores and juniors who are self-motivated, mature, responsible, imaginative, eager to learn and ready for a challenge.

How to apply

Acceptance into the North Dakota Governor's School is based on merit. See your guidance counselor, principal or your business, English, science, mathematics or art teacher for an application packet. Application deadlines are on the forms.

Application packets and further information about the North Dakota Governor's School can be found online at **www.ndsu.edu/govschool.**

More information and special accommodations

Lonnie Haas
Director, North Dakota Governor's School
Lonnie.Hass@ndsu.edu
701-231-7411

NDSU

North Dakota State University does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, Vietnam Era Veterans status, sexual orientation, marital status, or public assistance status. Direct inquiries to the Executive Director and Chief Diversity Officer, 205 Old Main, (701) 231-7708.

North Dakota Governor's Schools are funded by the state of North Dakota.

business
english
information technology and marketing
mathematics
laboratory science
visual arts

north dakota

GOVERNOR'S SCHOOL

NDSU

20th anniversary

north dakota state university, fargo

june 7 - july 18 2009

Northern Plains Writing Project 2009-2010

Requested State Budget Increase from $58,000 to $83,000

The Northern Plains Writing Project (NPWP) is one of two North Dakota sites of the National Writing Project (NWP) It is a federal and state funded program to improve the teaching of writing across the United States. Currently, there are nearly 200 sites, located in 50 states, the District of Columbia, and Puerto Rico. Annually, better than 135,000 participate in NWP Teaching Institutes. All sites operate according to the model of "teachers teaching teachers." Many federal and private assessment programs overwhelmingly confirm the effectiveness of the National Writing Project model in improving teaching and learning, grades, K-12.

The Northern Plains Writing Project was resurrected five years ago, with the help of the North Dakota State Legislature, which provided funding to help NPWP make the required one-to-one match of federal dollars. Currently, $46,000 per year in federal dollars come to the site, and an increase in state funds will not only help us match federal dollars, it will also allow us to expand our operations across the state. We only ask for funds commensurate with our ability to do our work across the state. With 5 summer Institutes, 5 Advanced Institutes, and scores of Mini-Institutes for teachers behind us, NPWP now has enough teachers who have engaged in cutting edge-research to offer more Institutes and Workshops in more places across the state. But we will need more funding in order to do so.

<u>The following are a partial list of NPWP Activities across North Dakota:</u>

1. Better than 130 state teachers have attended our signature Summer and Summer Advanced Institutes, where teachers share knowledge and experience with one another, and engage in research to strengthen what they already do well in the classroom.
2. NPWP partners with Minot State University to offer state teachers the means to obtain their Master of Education degree. NPWP Summer Institutes offer tuition, books, and materials to state teachers as they complete half of the work for the degree. NPWP faculty continue to work with teachers to ensure teachers stay on track for degree completion. In the four years since the program began, eight (8) teachers have completed their degrees, and dozens more are in process.
3. NPWP offers "Mini-Institutes" for teachers in such areas as Scranton, Williston, Bismarck, Minot, Bottineau, and partners with the Red River Valley Writing Project and the Minnesota Writing Project for joint conferences on teaching, learning, reading, and writing.

4. **NPWP offers workshops and in-service activities to area teachers through such venues as the North Dakota Conference on Reading, the North Dakota Speech Association, the North Dakota Center for Cognitive Research, the North Dakota Educators Association, the North Dakota Council for Teachers of English, the North Dakota Senior Services Center, the North Dakota Adult Learners Association, the Minot Consortium of Public Schools, the Garrison Public Schools, The Scranton Public Schools, and more.**
5. **NPWP offers Young Writers Institutes annually through Minot State University and through Bismarck State College, and also works with teachers, particularly in the western half of the state, to create book-clubs, playwriting competitions, Celebration of Language Arts Days, and other learning activities.**
6. **NPWP offers state teachers the opportunity to travel to national and international conferences such those put on by the National Council of Teachers of English, The National Writing Project, and others. These annual conferences put state teachers in touch with the dialogue concerning teaching and learning at the highest levels, and they come back to share what they have learned with colleagues in their schools, their districts, and beyond.**

Five Years Ago, the Argument Against Funding NPWP was that so many federal dollars and outside expertise would be pouring into North Dakota through "No Child Left Behind," that there would be no need to fund local enterprises such as NPWP.

But you were wary of that possibility, so funded us to do our work.

We are continuing that work, and all that we do

Builds upon itself, so that year after year,

Teachers in North Dakota have a stronger

Network of Colleagues dedicated to

Strengthening Teaching and Learning

Across our fair state.

Please help us continue to build for the greater good. Robert Kibler, Director, NPWP

Robert.kibler@minotstateu.edu; 701 858 3876

The National Writing Project in North Dakota

Northern Plains Writing Project & Red River Valley Writing Project

The National Writing Project (NWP) is the nation's premier professional development program for all teachers who want to improve the quality of student writing and learning. The NWP is a grant program of the Office of Innovation and Improvement of the U.S. Department of Education, which coordinates the provisions of No Child Left Behind that address public school choice and supplemental educational services. The NWP has two sites positioned to serve North Dakota teachers. The Northern Plains Writing Project is in Minot; the Red River Valley Writing Project is in Grand Forks.

How Much Federal Money Do Writing Project Sites Bring into North Dakota?

Each site receives base funding of $46,000 in federal funds each year. These funds are specifically designated for provide professional development. Each writing project site must match these federal funds and is eligible for numerous additional NWP grants beyond the $46,000 per site annual allotment.

What Do Writing Project Sites Offer Teachers?

NWP sites provide high quality professional development for teachers through a "teachers teaching teachers" model. Programs include summer institutes, school-year inservices, and continuity programs that develop teacher leadership, encouraging teachers to remain in the profession and to continually hone their skills. Programs are open to all teachers at all grade levels, primary through university, and all subjects. Table 1 provides a summary of the Red River Valley Writing Project's (RRVWP) program activities and participation for 2008-2009.

RRVWP Programs 2008-2009	Number of Programs	Educators	Total Participants	Contact Hrs
Invitational Summer Institute	1	8	8	816
Inservice Programs	14	219	219	1243
Continuity Programs	11	99	99	764
Community Programs	4	12	389	5238

Table 1. Red River Valley Writing Project sponsored programs.

How Do We Know Writing Project Programs Work for Students?

The success of NWP's "teachers teaching teachers" model has been verified by both Inverness Research, a private research firm, and the Academy of Educational Development (AED). A three-year AED study found that students taught by writing project teachers showed significant improvement in writing achievement over the course of the school year. In response to timed writing assessments, for example, 82 percent of third-graders and 85 percent of fourth-graders taught by writing project teachers reached adequate or strong achievement for effectiveness in persuasive writing.

Nine independent studies found improvement in every measured attribute of writing by students whose teachers participated in NWP professional development and the improvement found exceeded that of students whose teachers were not NWP participants. Furthermore, students who studied with writing project teachers made greater gains than their peers on writing conventions, suggesting that NWP professional development also helps teachers improve their students' basic skills.

How Do Writing Project Sites Support the Goals of No Child Left Behind?

The NWP plays an important role in helping schools meet the requirements of the No Child Left Behind Act. NWP is written into the legislation (Title II, Part C, Chapter C, Subpart 2) as a successful model of improving writing and learning in all grade levels, across all subjects. In addition, summer courses and other programs by writing project sites help teachers meet the new guidelines for "highly qualified" status.

How Do Writing Project Sites Use State Funding?

Both the Northern Plains and Red River Valley writing projects use state funding to expand their sites' capacity, offering additional summer institutes, inservice programs, and workshops.

Specifically the Red River Valley Writing Project (RRVWP) currently uses its state funding to pay the site's Inservice/Outreach Coordinator, who conducts needs assessments of schools, matches RRVWP teachers, known as teacher consultants (TCs), with those schools, and coaches the TCs as they plan and deliver the inservice. (The federal funds we receive from NWP, which state funds help to match, cannot be used for administrative expenses beyond ten percent of the federal award.) State funds are also used to pay TCs for their preparation time and/or substitute pay to conduct inservices when individual schools cannot provide adequate funds.

With the requested matching funding from the state for the 2009-2011 biennium, the RRVWP could undertake the following projects:

• develop long-term partnerships with selected rural schools with inadequate teacher development funding. Through such partnerships, the RRVWP provides staff development on inservice days, at book study groups throughout the year, and in follow-up visits to classrooms. The partnership model has been well-developed by the National Writing Project; the RRVWP has not yet had the resources to deploy it at our site.

• develop a small school consortium to whom we would provide ongoing staff development, mentoring, and support in accordance with the partnership model and in conjunction with relevant regional school associations. The RRVWP would like to develop such a consortium partnership with the Cando, Munich, Northwood/Hatton, Starkweather, Rock Lake, and Leeds schools.

• support TC inservice in national professional development opportunities which they can then share with other schools as inservices. For example, in 2007-2008, we sent Crystal first-grade teacher Glori Bradshaw to the Plains Regional International Reading Association Conference so that she might develop staff development on the emergent literacy in the K-2 grades. Currently we can fund only 1-3 such trips per year; we would like to do more.

• expand our "community projects" program, which allows teachers to fund activities to support students' literacy development outside of classroom hours. For example, two teachers at Wilder Elementary School in Grand Forks put on a "Parents Night" event in which parents were instructed in fun activities to support their children's literacy development at home. A similar even was held in Crystal, North Dakota.

Minot State UNIVERSITY

Northern Plains Writing Project

Teachers Teaching Teachers!

Calling all Teachers K-16

How can I keep lessons exciting?
How can I connect with colleagues?
Where can I find a place to share and learn with other teachers?



NPWP Summer Institute
July 8-July 31, 2008 (on campus).

NPWP Advanced Institute
July 8-July 18, 2008 (on campus with two weeks online).

Final projects due August 14th for both Institutes. Each institute offers 6 graduate credits towards an MSU Master of Education degree or a $400 stipend.

We're here to answer your questions. Please contact Robert Kibler at

701-858-3876

www.misu.nodak.edu/npwp
robert.kibler@minotstateu.edu

Be seen. Be heard.

Minot State
UNIVERSITY

Northern Plains Writing Project

Teachers Teaching Teachers!

2008 Summer and Advanced Institutes Application Form

Name: Telephone: E-mail:

Address:

School: Grades Taught:

School Address:

Good time and place to contact you:

Application for Summer Institute (MSU, July 8-July 31, 2008) ___

Application for Advanced Institute (MSU, July 8-July 18, 2008 with two weeks online) ___

Would you prefer free tuition for 6 graduate credits or the $400 stipend? (Please circle your answer)

Do you wish for us to arrange air conditioned on-campus dormitory housing for you? _____

*If applying for Advanced Institute, where and when did you attend a National Writing Project Summer Institute:

*Teaching Fellows desiring graduate credit must pay a $300 recording fee.

Applicant Narrative
Please write and return a one-page narrative regarding why you want to attend either the NPWP Summer Institute or Advanced Institute, and also discuss what you expect to gain from the experience.
Thank you for considering the Northern Plains Writing Project for your professional development needs.

Please send to:
Robert Kibler, Director, Northern Plains Writing Project
229 Hartnett Hall, Minot State University
Minot, North Dakota 58707
Telephone: 701-858-3876 • e-mail: robert.kibler@minotstateu.edu
Fax: 701-858-3894
www.misu.nodak.edu/npwp



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Be seen. Be heard.

Master of Education with an English Concentration

The Master of Education degree with an English concentration is designed primarily for teachers of English, social science, and other humanities fields who seek to strengthen and extend their intellectual and professional breadth of knowledge and application. English courses are offered under the auspices of the Northern Plains Writing Project (NPWP) and promote a philosophical, theoretical, literary, and practical engagement with topics and problems current in the field.

The Master of Education degree allows students flexibility in choosing their area of concentration. The M.Ed. core of 16 semester hours is taken as a foundation. The concentration courses are added to the core, for a total of 30-34 semester hours in the degree. Further information on the M.Ed. core may be found on the accompanying flyer and on the MSU Graduate School website (www.minotstateu.edu/graduate).

Features of the M.Ed. English Concentration

- Most coursework for the English concentration is offered during summer sessions.
- NPWP provides significant tuition waivers to approximately 25 students per year.
- A practical strength of the concentration for teachers is the way that research undertaken during regular graduate coursework in English also serves as part of the work required for the final thesis project.
- As a result of this new integration of coursework and thesis, students concentrating in English can obtain the degree within two years.

Northern Plains Writing Project

English graduate courses are primarily offered through the Northern Plains Writing Project, which grants students six graduate credits for attendance at its annual Summer Institute, and six more graduate credits for attendance at its annual Advanced Institute. As Institute participants, students take part in a variety of interactive writing and research workshops, plan and deliver professional outreach and in-service activities, and develop original research based on shared classroom experiences. Each five-week Summer Institute takes place in July and the first part of August. Participants in the Summer Institute spend three weeks on campus and two weeks researching and writing at home with daily group contact via online WebCT. Participants in the Advanced Institute spend two weeks on campus and three weeks connected online through WebCT. Minot State University professors organize the coursework and evaluate the research, but generally speaking, the graduate classroom in English operates more in the mode of teachers teaching each other than it does as one wherein a single professor expostulates to the whole.

Get Informed...

Robert Kibler, Ph.D.
Director NPWP
701-858-3876 or 1-800-777-0750 ext 3876
robert.kibler@minotstateu.edu
www.minotstateu.edu/english/

MSU Graduate School
Memorial Hall Room 200
500 University Ave W
Minot ND 58707
701-858-3250 or 1-800-777-0750 ext. 3250
brenda.anderson@minotstateu.edu
www.minotstateu.edu/graduate

www.minotstateu.edu
1-800-777-0750 ext. 3250

Financial Information

Those seeking a Masters of Education degree with a concentration in English apply through the Northern Plains Writing Project, which covers the costs of tuition and books for successful applicants, and guarantees [illegible]pus housing from Minot State University at a greatly reduced rate. [illegible]dents need only pay their nominal registration fees for twelve graduate credits. Students are responsible for the M.Ed. core courses' tuition and fees.

Graduate Research Assistantships

The Northern Plains Writing Project has funds to help participants engage in research and professional development activities. Typically, graduates of the Summer Institute have the opportunity to join the NPWP Planning Team and to attend regional and national conferences dedicated to writing and literature. They also help forge the direction of the Project. Work accomplished during ongoing Continuity meetings held throughout the year results in additional graduate English credit for participants.

Program Options/Entry

Those seeking the degree with a concentration in English typically begin in the summer by taking the NPWP Summer Institute, a five week program which offers six graduate credits. During the regular fall and spring semesters, they take core education courses, and the next summer take the NPWP Summer Advanced Institute for six more graduate credits in English. The following fall and spring semesters, degree seekers complete the core Education requirements and the thesis. Some core M.Ed. courses may be offered in the summer.

[illegible]dmission Requirements

[illegible]eral admission requirements and the application for the Graduate [illegible]hool at MSU may be found on the MSU website at www.minotstateu.edu/graduate/. In addition to meeting the admission requirements of the MSU Graduate School, students seeking admission to the Master of Education program must have

1. An overall GPA of 2.75, or 3.00 on the last 60 hours of course work.
2. A bachelor's degree in education or a related area.
3. A minimum of two years experience in education or a related area.
4. Candidates must make application to the Northern Plains Writing Project Summer or Advanced Institutes. These applications include a writing sample, a recommendation from a colleague, a telephone interview, and a formal agreement to participate in ongoing professional development activities.

Students are encouraged to make application eight weeks prior to the beginning of the anticipated start date.

Minot State UNIVERSITY

Teacher Education Conceptual Model

The Teacher as a Reflective Decision-Maker
ARK: Action, Reflection, Knowledge
www.minotstateu.edu/tehp/mission.html

Accrediting Agencies

MSU Master of Education degree program is accredited by:

- Commission on Institutions of Higher Education: North Central Association of Colleges & Schools.
- National Council for the Accreditation of Teacher Education: www.ncate.org.

Program Delivery Cycle

Year I:

Summer Institute, mid-July through mid-August (6 credits English)
Fall Semester: M.Ed. Core Education Courses (3-7 Education core cr.)
Spring Semester: M.Ed. Core Education Course (3 Education core cr.)

Year II:

Summer Advanced Institute (6 credits English)
Fall Semester: M.Ed. Core Education Course and thesis
(6 credits Education core credits and 3 English thesis credits)
Spring Semester: M.Ed. Core Education Course (3 credits Education)

Program Exit Requirements

Qualitative or Quantitative thesis, Professional In-service Presentation, and Participation in NPWP Continuity Workshops.

Career Opportunities

The time honored profession of teaching is a fast growing one in North Dakota and elsewhere today, and the Master of Education degree from MSU will serve those in possession of one as a key means not only towards enlarging the scope of their own impact on individuals and society, but also towards increasing their own intellectual, social, and financial rewards.

SPECIAL NOTE: As part of its expansion efforts, the Northern Plains Writing Project offers Writing-Intensive Mini-Institutes at various locations throughout North Dakota. These Mini-Institutes last one full weekend and carry graduate elective credit in English for participants. There are also plans to develop active teacher-learning cohorts at various locales around the state. A group of NPWP Institute graduates is currently forming into such a working cohort near Fargo, N.D.

Faculty

Robert E. Kibler, Ph.D., University of Minnesota. Modern International Literatures, and the literatures of classical Latin and Chinese antiquity. Prior to joining MSU, taught at English Literature and Rhetoric at the University of Maryland, College Park, the University of Minnesota, Twin Cities, the Chinese Academy of Sciences, Beijing, and Valley City State University, Valley City. Program Director.

Margaret Sherve, Ph.D., American Studies with Master's in English and undergraduate in Sociology, Theater, with a minor in Religion. Research interests in rural, mid-western women's history and memoirs. Taught in Liberia, Ukraine, and Thailand.

Ron Fischer, D. A. English. Creative Writing, English Education.

Eric Furuseth, Ph.D. Washington State University. British Literature, Integrated Humanities, Film and Drama Studies. Eleven years experience as public school English teacher.

ShaunAnne Tangney, Ph.D., literature in English, focus on American literature and critical theory. Research interests include American poet Robinson Jeffers, contemporary novelist Kate Braverman, apocalypticism, place, region, and wilderness.

Patti J. Kurtz, D. A. English. Patti is a creative writer of fiction for adults and young adults. Prior to coming to Minot State, she taught a variety of writing and linguistics courses at the college level. Research interests: linguistics, teaching with technology, composition and rhetoric, fantasy literature and literature for adolescents.

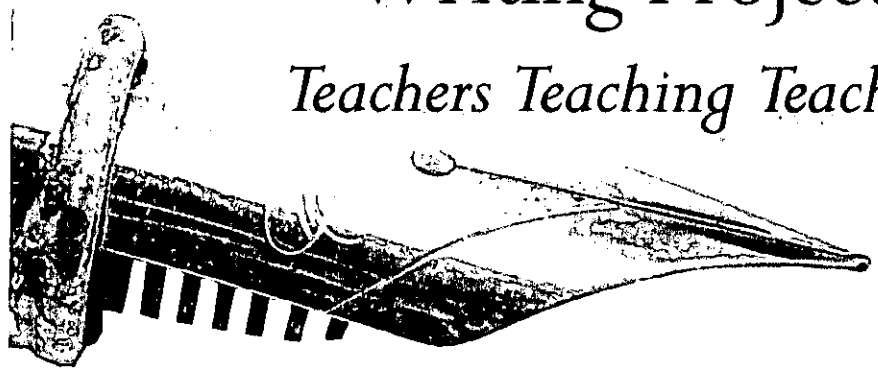
Michelle M. Sauer, Ph.D., Medieval Literature. Author of several books and numerous articles about the Middle Ages, Michelle works primarily in the field of Middle English literature, although her work spans the Patristic, Old English, and early modern periods as well. Research interests include women's literature, gender constructs, and Church history among more general Middle English topics. Michelle is also the editor of the international scholarly journal, Medieval Feminist Forum.

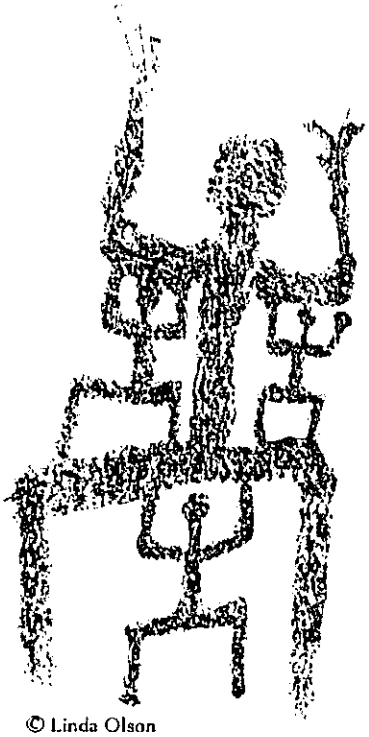
Lisa Borden-King, Ph.D., Indiana University. Associate Professor of Teacher Education. Planning Team Member, NPWP. (Education)

Lori Olson, M.Ed., Minot State University. Co-Director, NPWP. Various K-12 teacher, serving as adjunct faculty.

The Northern Plains Writing Project

Teachers Teaching Teachers!





© Linda Olson

Calling all Teachers K-12

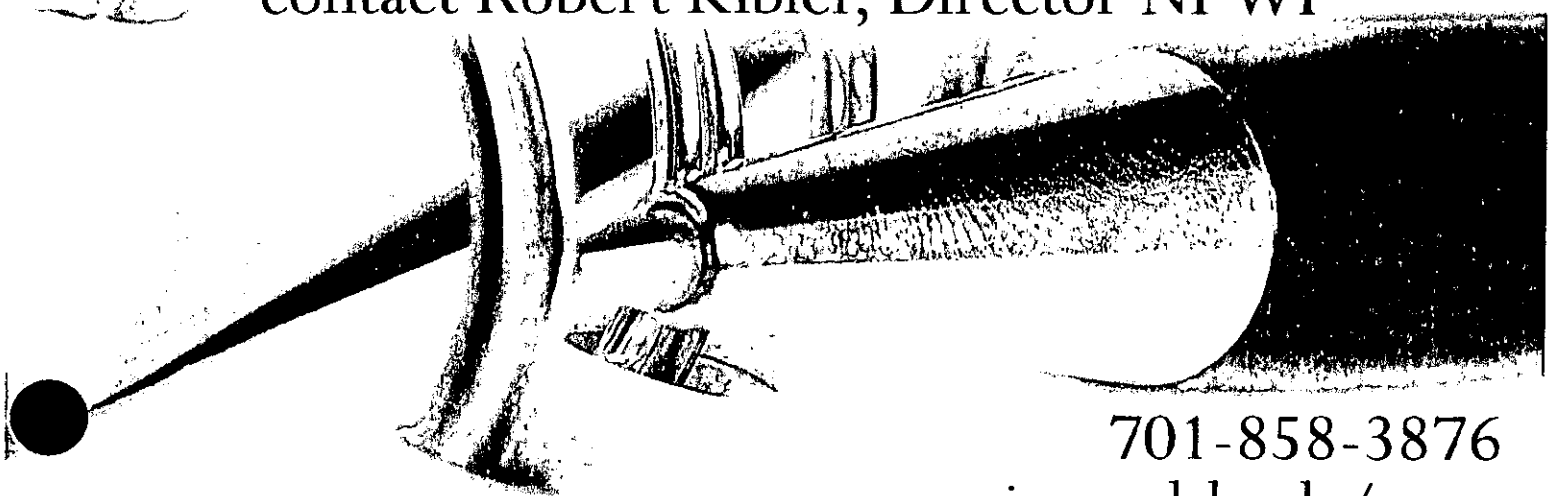
- How can I keep lessons exciting?
- How can I connect with colleagues?
- Where can I find a place to share and learn with other teachers?

NPWP Summer Institute, ***July 12-August 5, 2005*** - 6 Graduate Credits

NPWP Advanced Summer Institute, ***July 12-July 29, 2005*** - 6 Graduate Credits

Tuition Scholarships for Six MSU Graduate Credits Towards Masters Degree

For more information, contact Robert Kibler, Director NPWP



701-858-3876
www.misu.nodak.edu/npwp
robert.kibler@minotstateu.edu

The Northern Plains Writing Project

2005 Summer and Advanced Institutes

Application Form

☐ Application for the NPWP Summer Institute at Minot State University (12 July to 5 August, 2005)

☐ Application for the NPWP Advanced Institute at Minot State University (12 July to 22 July, 2005 on campus and two weeks off-campus)

Name_____ Telephone_____

E-mail_____

Address_____

_____ Zip_____

School _____

_____ Zip_____

Grades Taught _____

Best time and place to contact you _____

Do you wish to reserve air-conditioned, on-campus housing? _____

Tuition **scholarships for 24 fellows** will be provided by Minot State University; however, all Teaching Fellows desiring the six (6) graduate credits must pay a $300 recording fee.

Applicant Narrative

Please include a one-page narrative explaining why you want to attend either the NPWP Summer Institute or Advanced Institute. Also, discuss what you expect to gain from the experience. Thank you for considering the Northern Plains Writing Project for your professional development needs.

Send to:

Robert Kibler, Director
Northern Plains Writing Project
229 Harnett Hall, Minot State University
Minot, North Dakota 58707

robert.kibler@minotstateu.edu

Phone: 701-858-3876
Fax: 701-858-3894

Or apply online: www.misu.nodak.edu/npwp/

Application Deadline: May 1, 2005

NPWP at a Glance

The Northern Plains Writing Project (NPWP) is a non-profit professional development network that promotes the National Writing Project (NWP) model of "teachers teaching teachers". Its goal is to promote literacy education and educational reform in North Dakota by offering programs following the NPWP model, as well as by helping North Dakota teachers develop professional networks that will help them as they teach. NPWP especially promotes exemplary classroom instruction of writing through teacher participation in the Summer Institute and Advanced Institute.



Minot State UNIVERSITY

Northern Plains Writing Project
Robert Kibler, Director

Contact NPWP

How can we help?

We're here to answer your questions.
Please contact Robert Kibler at

701-858-3876

www.misu.nodak.edu/npwp
robert.kibler@minotstateu.edu

Be seen. Be heard.



The Northern Plains Writing Project

2008 Summer Institutes

Minot State UNIVERSITY

Northern Plains Writing Project
Teachers Teaching Teachers!

Programs We Offer

Two of the exciting programs offered by the Northern Plains Writing Project are the Summer Institute and the Advanced Institute. These institutes provide opportunities for teachers to obtain graduate credit and advanced degrees as they strengthen their skills in the classroom.







Benefits

Institute participants can earn credit towards a degree through Minot State University's Master of Education Program, which offers major courses of study in overall teaching pedagogy, and formal coursework in School Psychology, Mathematics, Science, Education, Music, Communication Disorders, Criminal Justice, English, Management, and Business.

Working in groups, as well as individually, Institute participants will examine their classroom practices and delve into the latest research on writing. The Institutes also allow ample time for teaching fellows to develop their own personal writing skills and teaching visions.

Summer Institute: July 8 - July 31, 2008 (on campus)
Advanced Institute: July 8 - July 18, 2008 (on campus)
Final projects due August 15th for both Institutes.

Helping Others

After attending the Summer Institutes, NPWP helps teaching fellows bring their knowledge out into the public, through demonstrations, workshops, and in-service activities that continue throughout the year. NPWP also helps teaching fellows stay connected with one another through ongoing continuity workshops.





North Dakota Museum of Art
Rural Schools Initiative
February 2009

Mr. Chairman, members of the committee, thank you for allowing me to speak today. My name is Matthew Wallace and I work for the North Dakota Museum of Art. I took charge of the Museum's Rural School Initiative in 2004 and I can say that I am very pleased to be a part of this wonderful program.

The Rural School Initiative began as a pilot education program for rural schools throughout North Dakota. The first exhibition the Museum toured was *Snow Country Prison: Interned in North Dakota*. This exhibition tells the story of Germans and Japanese nationals interned in Ft. Lincoln at what is today the United Tribes Technical College just south of Bismarck.

It is the Museum's intent to travel exhibitions of original art relevant to rural communities throughout the State. In 2005 the Museum toured a group exhibition titled *Shelterbelts*, an exhibition by three regional artists that examines the changing landscape and farming practices in the State. In 2006 the demand for exhibitions was such that the Museum had to reprinted *Snow Country Prison* in order to get it back into rural communities. For that I would like to thank you for the support. This exhibition has been a valuable education tool for teachers in the Visual Arts, North Dakota and World History, and English. In addition to Snow Country Prison, we began the tour *Artists: Self Portraits*, an exhibition of 50 local, national and international artists making self portraits in various medias. In addition to these two exhibition we were also touring *Shelterbelts*.

In 2007 - 2008, the Museum was again touring three exhibitions simultaneously. This time the Museum discontinued *Shelterbelts* and added *Marking the Land: Jim Dow in North Dakota*, an exhibition which dates back 25 years and documents the folk art, architecture, religious life and hunting and fishing practices in North Dakota. *Marking the Land* is currently in Dickinson and I will leave here to pick it up and take it Langdon. The Museum also kept *Snow Country Prison* and *Self Portraits* touring the State.

Currently the Museum is preparing to tour *Animals: Them and Us*, *Marking the Land* and *Snow Country Prison*.

Since 2004, the Museum has installed exhibitions in:
Crosby, Bowman, Washburn, Cavalier, Cooperstown, Valley City, Jamestown, Dickinson, Casselton, Minnewaukan, Rugby, Edinburg, LaMoure, Ft. Totten, McVille, Ellendale, Mayville, Cavalier, Stanley, Bottineau, Linton, Hettinger, Ft. Yates, Cando, Pekin, Mohall, Langdon, Hankinson, Minot, Rolla, Westhope, New Rockford, Wahpeton and Devils Lake.

Some of these sites have hosted exhibition two or three times for a total of 17,418 visitors.

Components:

- Museum staff work with community volunteers in the State to find a suitable space to host an exhibition.
- We delivers, set up and deinstall the exhibition free of charge.
- We train community volunteers on tours, exhibition content and supplementary exhibition material.
- Museum Education staff creates numerous lesson plans for various school age groups and makes them available on-line.
- Work to bring schools within a 50 - 60-mile radius of the exhibition site to the exhibition for educational purposes.
- Supply reimbursement money to schools that wish to participate. The Museum supplies .80/mile, $10/hr, up to three hours for a bus driver, up to $75/day for substitute teacher if one is needed.
- Print 8-page tabloids to advertise the exhibition and distribute them in weekly newspapers in the region of the exhibition. In addition, the Museum will print 50 - 60 posters for the host organization to distribute in the surrounding area.

Thank you for allowing me to speak today. If you have any further questions I would be happy to answer them.

HB1013, January 20, 2009
Attachment #8

The Rural Schools Initiative began in 2004 as a pilot education program for rural areas throughout North Dakota. The first exhibition the Museum toured was Snow Country Prison: Interned in North Dakota. This exhibition told the story of German and Japanese nationals interned there. It became apparent early in the tour that there was a real hunger for communities and schools to have the opportunity to participate in learning through the arts. Also, the exhibition became a community development project, in the sense that community leaders were planning the exhibition around festivals, homecomings and class reunions.

It is the Museum's intent to travel exhibitions that are relevant to rural communities. In 2005 the Museum toured a group exhibition titled Shelterbelts, an exhibition by three regional artists that examines the changing landscape and farming practices in the State.

In 2006 the demand for exhibitions was such that the Museum reprinted Snow Country Prison in order to get it back into the State. For that I would like to thank you for the support. This has a been such a powerful show to all of the communities involved. In addition in Snow Country, we started the tour of Self Portraits, a group show of 50 artists making self portraits in various medias, and continued with Shelterbelts.

In 2007 – 08, the Museum was again touring three exhibitions simultaneously. This time we added Marking the Land: Jim Dow in North Dakota, an exhibition documenting folk art in North Dakota. We also keep Snow Country Prison touring in addition to Self Portraits.

Currently the Museum is preparing to tour Animals: Them and Us, along with Marking the Land and Snow Country Prison.

Components:

- Museum staff work with community volunteers in the State to find a suitable space to host an exhibition.
- We deliver the exhibition, free of charge.
- We train community volunteers on tours, exhibition content and supplementary exhibition material.
- Education staff creates numerous lesson plans for various school age groups and makes them available on-line.
- Work to bring schools within a 50 – 60-mile radius of the exhibition to the site.
- Supply reimbursement money to schools that wish to participate. .80/mile, $10/hr, up to three hours for a bus driver, up to $75/day for substitute teacher if one is needed.
- Print 8-page tabloids to advertise the community exhibition and distribute them in weekly newspapers in the region of the exhibition.

Cost increases:

There is no foreseeable end to touring community-relevant exhibitions. Snow Country Prison will continue to tour into 2010. Demand continues to rise across the State and specifically, in Western North Dakota.

We wish to add more of a visiting artist program to the program. Example, bringing Jim Dow in on Feb. 2, 3, 4 to Dickinson to work with art students and give two community lectures. He will also be speaking in Cando on Feb 6.

We wish to add a ceramics education component to the program. North Dakota has a long history of ceramics. We will add a ceramic artist to tour to schools for week-long demonstrations and firings.

With rising transportation costs, as we must rent State vehicles, an increase is needed to keep exhibition programming up with Statewide demand.

The Museum has toured shows in all corners of the State including, Crosby, Hettinger, Bowman, Washburn, Cavalier, Rugby, Ft. Totten, Ft. Yates, Ellendale, and many more. Most sites host multi exhibitions.

HB 1013, January 20, 2009
Attachment # 11

TESTIMONY ON HB 1013
APPROPRIATIONS – EDUCATION AND ENVIRONMENT DIVISION
January 20, 2008
By: Bob Marthaller, Director
School Organization and Special Projects
701-328-2267
Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Bob Marthaller and I am the Director of School Organization and Special Projects for the Department of Public Instruction. I am here to provide information regarding pass-through grant funding for the North Central Council for School Television (NCCST).

I will keep my comments brief and defer my time to others who wish to provide testimony. I would like to identify members of the NCCST Board/Staff: Beverly Pearson, Prairie Public, board members Steve Swiontek, Superintendent at Devils Lake Public School, and Jeff Fastnacht, current President of NCCST and Superintendent at Ellendale Public Schools. I would also mention that Rep. Dave Monson is a Past President of NCCST.

The North Central Council for School Television is a 44-year-old non-profit organization of schools (North Dakota and Minnesota) that put public broadcasting on the air in North Dakota to support and enhance school curriculum, providing multimedia resources for classroom use. School Administrators are members of the Council and make up the Board of Directors. The NCCST contracts with

Prairie Public Broadcasting to administer its program. The North Central Council for School Television published mission is "To create a virtual educational service unit by merging broadcast and Internet technologies to deliver member services and as a virtual service center, to provide links between educators and educational resources."

One of the newest efforts of the NCCST, in partnership with the North Dakota Humanities Council and the Center for Distance Education, is the creation of a searchable, multimedia North Dakota Studies website to help teachers enhance their lessons while meeting state curriculum standards. North Dakota schools are required to provide instruction to fourth and eighth graders in North Dakota studies, with an emphasis on the geography, history, and agriculture of our state. Some of the key elements of the ND Studies project include: the compilation of available background articles, lesson plans, audio/video resources; organization of research to achieve cross-curriculum teaching objectives; free access to teachers for resources hosted on a single website; and conversion of various elements to digital resources.

Instructional Resources, provided by NCCST in partnership with Prairie Public, provides research and standards-based multimedia resources to encourage the use of technology as a teaching tool in the classroom. Through a state buy, the NCCST leases the rights to instructional video and correlating web resources for

preK-12 schools both as a cost effective means to obtain supplemental resources and as copyright protection for the schools. Instructional programs can be kept from year to year as long as the school retains its membership. Programs are broadcast on Prairie Public to use directly or recorded for use at a more convenient time. Programs are available through a Lending Library on VHS or DVD and are offered online through an easily accessible website.

Teacher guides and extensive web resources for the Instructional Resource materials as well as the Prairie Public and PBS educationally directed programs are easily accessed from the Education Services website. In addition, the Council funds teacher effectiveness training and workshops in integration of multimedia resources for PK-12 educators and, more recently, literacy based events for member schools.

The NCCST Board establishes policy, sets the budget, and works with other state agencies to promote and ensure easy access to instructional resources for classroom teachers. The NCCST Board has set a membership fee of $2.32 per student and all North Dakota public schools receive free membership in a special arrangement through legislative funding. Private and tribal school memberships are provided free in partnership with Prairie Public.

The 60th Legislative Assembly granted $395,000 to the NCCST for the current biennium of which $275,000 supported the educational services and staff,

classroom program/video service (Instructional Resources), educator training for K-12 and early childhood education (*Ready To Learn*) and online PBS TeacherLine professional development courses offered at a reduced rate. The remaining $120,000 was designated to begin building a North Dakota Studies website. Funding at the $395,000 level will maintain the three full time staff and core services in the education department, plus the contracted trainers and the additional staff person designated for the ND Studies project.

The additional funding request of $50,000 is necessary to continue the development of the ND Studies project website including preparation of cross-curricular materials and contracts for training.

The 09-11 Executive Budget recommendation included $50,000 for NCCST. The current appropriation is for $395,000. The total funding request for the next biennium is $445,000.

This concludes my remarks and I will defer the rest of my time to other interested parties.

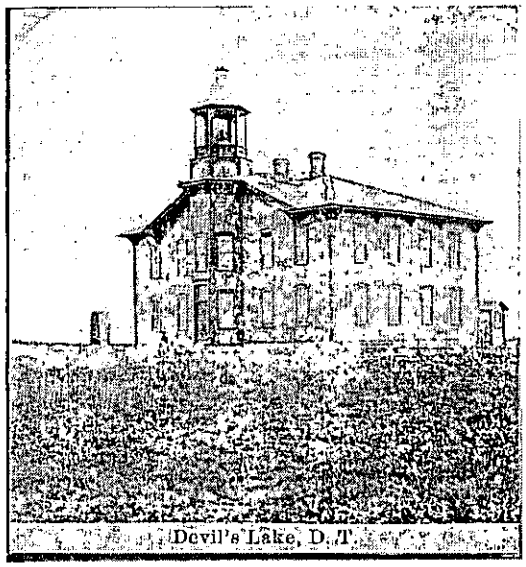
HB 1013 January 20, 2009
attachment # 13

TESTIMONY ON HB 1013
APPROPRIATIONS – EDUCATION AND ENVIRONMENT DIVISION
Tuesday, January 20, 2009

By: Steve Swiontek, Superintendent, Devils Lake Public Schools
Board Member North Central Council for School Television
701-662-7640
steve.swiontek@sendit.nodak.edu

Chairman Skarphol and members of the Appropriations for Education and Environment Committee:

My name is Steve Swiontek, superintendent of Devils Lake Public Schools and board member of the North Central Council for School Television (NCCST). As you know during the 2007 Legislative Assembly, the Legislature passed a law requiring North Dakota schools to offer North Dakota studies to students in elementary, middle school and high school. I might add there was no funding attached to this bill. Obviously, when we add curriculum to schools there is a definite need for supplementary material to enhance instruction. As you are well aware, students of today learn best when they are presented with information that is provided in a number of different types of media and many learn best when given visual and interactive information. Because there was this need for relevant and



interesting instructional resources for North Dakota history, the North Dakota Studies web site was created in cooperation with the North Central Council for School Television, the North Dakota Humanities Council and the Center for Distance Education. I am here to request additional funds for the North Central Council for School Television so we can further develop the North Dakota Studies web site. (www.ndstudies.org). This web site not



only provides teachers with great supplementary instructional information that can be presented to students, but also provides those same teachers in elementary, middle and high schools with lesson plans and other very useful resources for their North Dakota Studies classes. I have attached a copy of some of the video resources that are available on the North Dakota Studies web site. Besides the video resources that can be used on this website, there are articles, audio recordings, images and lesson plans. However, to continue to further develop this site funds are needed. Therefore, the North Central Council for School Television, needs an additional $50,000 above the $395,000 that is needed to fund NCCST. If the additional funds are received, not only can we further develop this very relevant and worthwhile web site, NCCST can also provide staff training throughout the state. It is also up to school

administrators in our state to promote this site so that teachers not only know that this site is available but use it as well.

This concludes my remarks and I now stand to answer any questions that you might have.

Attachment #12

TESTIMONY ON HB 1013
APPROPRIATIONS – EDUCATION AND ENVIRONMENT DIVISION
January 20, 2008
By: Beverly Pearson, Manager
Education Services
Prairie Public Broadcasting
701-239-7575

Chairman Skarphol and Members of the Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public Broadcasting. My primary responsibility is working with the North Central Council for School Television (NCCST) in partnership with Prairie Public to offer services specifically in niche areas of identified needs. I appear before your committee in support of the North Central Council's request for continued funds for their services. Bob provided you with a bit of background on the North Central Council for School Television and its mission to provide a virtual center for resources for North Dakota schools and their teachers. In a strategic planning session several years ago, the NCCST Board of Directors identified four key areas of need in their schools:

1. Easily accessible, classroom multimedia resources available by broadcast and online.
2. Professional development that identifies multimedia resources and integrates technology in the curriculum.
3. Programs that address literacy and school readiness deficiencies.
4. North Dakota multimedia resources to support the ND Studies curriculum.

Through its partnership with public television, the NCCST leverages the vast repository of local and national public broadcasting resources as well as their grant opportunities to achieve advancement in these areas. Today it supports K-12 services including classroom resources and teacher effectiveness training, an early childhood education initiative, on-site and online

resources. At education conferences sessions or during on-site visitations, staff hear another recurring theme, "I didn't know you had all those resources!" Two big challenges for Education Services are constant, provide easily accessible, supplemental resources for educational use at a reasonable cost and telling the story of the powerful, mostly free resources public broadcasting has to offer.

In addition to the new digital television broadcast format, PBS and Prairie Public are quickly moving to online delivery of programming to expand the reach of their programs, particularly to the education community, i.e. preK12+ teachers, parents, caregivers, and students of all ages. Prairie Public, PBS, PBS Kids, and NCCST programs offer websites with online video, lesson plans and activities, and games for children, all enhancing the programs value as an educational resource. A new PBSKIDS Go! Videoplayer incorporated on the Prairie Public Instructional Resources website provides full-length episodes and clips from 14 different, favorite PBSKIDS programs and the new site expands the accessibility of these resources in a searchable data base of all PBS programs, hundreds of lesson plans, videos, blogs, tutorials, and much more. Further, peer stations share cutting edge technology with other stations. WGBH encourages North Dakota teachers to use its extraordinary science and history website. And just last week, at a cost of over 10 million dollars, Maryland Public Television rolled out a new educational online student game that teaches pre-algebraic concepts and offered the game to other stations to host on their own local site.

Ready To Learn

Research shows that investment in Early Childhood Education (ECE) produces cost savings in reducing the incidence of special education; preventing grade repetition; improving

PBS TeacherLine

The NCCST also supports Prairie Public's award winning, online professional development course offerings through PBS TeacherLine. Initially funded through a federal Ready to Teach grant, PBS TeacherLine was developed to help teachers acquire the skills they need to prepare students for a successful future. PBS TeacherLine provides high-quality, affordable professional development through facilitated, online courses, collaborative learning communities, and exemplary Internet-based resources. Currently, more than 100 courses developed in conjunction with leading education organizations are offered.

Through a grant from PBS and support from the NCCST, Prairie Public offers locally facilitated courses in the areas of instructional strategies, instructional technology, math, reading/language arts, and science. The local courses can be customized for individual consortium or school district needs, enhancing local staff professional development programs, and meet North Dakota teacher licensure, reading specialist, media specialist, and Title I credential renewal requirements. Graduate credit is available from North Dakota State University (NDSU) and the University of North Dakota (UND) for most courses.

In addition, a substantive new course was first offered this fall for pre-service and in-service teachers, day-care providers, and caregivers of preschool children. This "first of its kind" course has been approved as training hours required for childcare providers by the North Dakota Child Care Administrative Licensing Rules. Through partnering with local universities and colleges, undergraduate credit is available through United Tribes Technical College and Minnesota State University Moorhead and both under graduate and graduate credit is available from NDSU and UND.

Funding

As Bob mentioned in his remarks, the NCCST was granted $395,000 from the North Dakota Legislature for the current biennium. The request for the next biennium to maintain the ongoing educational services remains the same at $395,000. However, the Council is requesting an additional amount to enlist master teachers to develop content for ndstudies.org and provide training in using North Dakota resources across the curriculum. The $395,000 costs for the current biennium breaks down as follows:

- $72,000 supported the Ready To Learn early childhood education project.
  - $15,000 match for CPB grant
  - $38,000 employee compensation
  - $13,500 school grants and books for Family Literacy Events
  - $3600 contracted trainer compensation for 36 caregiver workshops
  - $2100 applied to travel for 19 conferences and events and school visits
- $23,000 supplemented the PBS TeacherLine grants ($49,000) for employee compensation
- $180,000 maintained the Instructional Resources and K-12 services
  - $110,000 employee compensation
  - $70,000 program annual leases
- $120,000 initiated the ND Studies Website
  - $70,000 employee compensation
  - $30,000 searchable web design
  - $18,000 contracted services for video hosting, content development, Digital Horizons
  - $2000 travel

This concludes my remarks but I would be glad to answer any questions.

From: Schumacher
To: Bev Pearson

Date: Friday, July 28, 2006 11:31:20 AM
Subject: Re: PBS TeacherLine

July 24, 2006

Dear Ms. Pearson,

I am writing this letter to thank Prairie Public for sponsoring Teacherline. I just love taking these classes. They are accessible and fulfill my professional development goals.

Last summer I was looking for ways to fulfill my personal professional development goals and found PBS Teacherline. I recommend this avenue to any teacher looking for professional development opportunities that fulfill licensing requirements, as well as personal educational goals. If you are a North Dakota teacher asking yourself the following question, make sure you check out PBS Teacherline: "Where can I find multi-faceted educational classes that encompass current educational research and methodology, that are inclusive of national technology standards, and that provide collaboration with teachers from the differing regions within our state and with teachers in other areas of the country?" My answer to this question was to log onto PBS Teacherline.

Teachers need a diverse choice of professional development opportunities. They need low-cost high-quality solutions to their personal educational goals as well as classes that fulfill state and federal mandates. The online classes provided by Teacherline are immense in number, offer variety, and have been designed to include the latest development of educational ideas and pedagogy.

Though I am fortunate enough to have a university within 45 miles, the professional development courses offered were not as vast in number or variety, and did not provide the collaborative opportunities offered by Teacherline.

The pacing and quietness of an online classroom can create and generate unforeseen motivation. Online discussion and research topics can take one down a completely new path of learning. As teachers sit in the comfort of their home, their online course moves them out of their "pedagogical comfort zone." Exposure to new ideas, methods, and information may motivate them to take on new pursuits, or possibly move into new areas of leadership.

Last summer I took my first online course. It was a journey into the unknown. I had never taken an online class and was apprehensive about my technology skills. However, Teacherline provided information that helped me assess my technology level; and I, therefore, I decided I had the necessary skills required for taking these online

classes. Subsequently, I perused the classes offered by PBS Teacherline and was highly impressed. It was exciting to view so many choices. Though not a requirement for licensing, I chose a course titled Building Critical Thinking Skills for Online Research. The course was most pertinent to librarians, but since I had never taken a class in library methods, I wanted more training. The class was challenging, designed with high standards, encouraged personal exploration, and provided collaborative opportunities. The course facilitator maintained high expectations throughout the course. I gleaned an enormous amount of information and vastly improved my research and technology skills. I have since incorporated much of what I learned into my teaching.

Quite unexpectedly this online class impacted my professional confidence and pursuits in ways that I had not predicted. My collaboration with teachers from other regions forced me to evaluate my teaching style and methods, and I became more cognizant of areas in which I needed further training. The many issues that were discussed by course participants motivated me to do more research, take more classes, adapt more research-based strategies into my teaching, and pursue more knowledge. I am currently pursuing a middle school and ESL endorsement so that I am more qualified to work with my Title 1 students. Teachers, like all professionals, need to take time to reflect upon their goals, their strengths, their weaknesses; but busy school-day schedules do not provide the time or provide the setting that encourages reflection. Teachers spend most of their day with students. It is not until teachers get home that they reflect on their day. Teacherline provides a quiet setting for reflection and goal setting.

It is not easy to teach---North Dakota schools have many needs and tight budgets. Each new school year brings something unexpected---cutbacks, layoffs, declining enrollment, more state and federal expectations. PBS Teacherline is a resource that provides answers to meeting federal guidelines. The classes offered are demanding and reflective of the latest educational research in educational and methodology. Teacherline can provide training that helps teachers in rural areas as well as urban areas maintain their highly-qualified status.

I hope PBS continues to sponsor this valuable service and look forward to taking more classes in the fall. Teacherline opens up new paths of learning and I hope it continues to expand.

Sincerely,

Colleen Schumacher

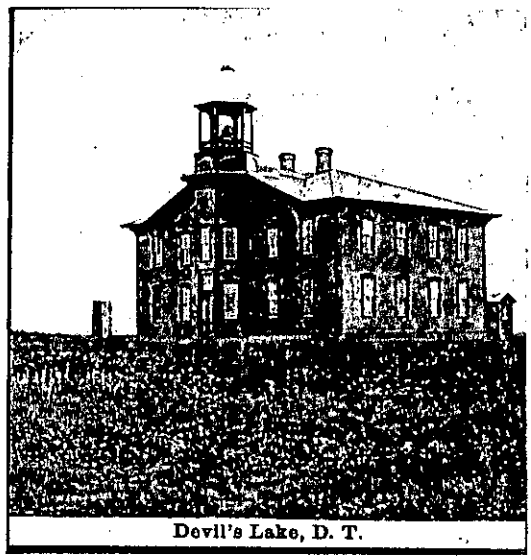
Title 1 teacher

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS
Friday, February 27, 2009

By: Steve Swiontek, Superintendent, Devils Lake Public Schools
Board Member North Central Council for School Television
701-662-7640
steve.swiontek@sendit.nodak.edu

Chairman Holmberg and members of the Senate Appropriation Committee:

My name is Steve Swiontek, superintendent of Devils Lake Public Schools and board member of the North Central Council for School Television (NCCST). As you during the 2007 session the Legislature passed a law requiring North Dakota schools to offer North Dakota studies to students in elementary, middle school and high school. I might add there was no funding attached to this bill. Obviously, when we add curriculum to schools there is a definite need for supplementary material to enhance instruction. As you are well aware, students of today learn best when they are presented with information that is provided in a number of different types of media and many learn best when given visual information. I am here to request additional funds for the North Central Council for School Television so we can further develop the North Dakota Studies web site.


Devil's Lake, D. T.

(www.ndstudies.org). This web site not only provides teachers with great supplementary instructional information that can be presented to students, but also provides those same teachers in elementary, middle and high schools with lesson plans and other very useful resources for their North Dakota Studies classes. I have attached a copy of some of the video resources that are available on the North Dakota Studies web site. Besides



the video resources that can be used on this website, there are articles, audio recording, images and lesson plans. However, to continue to further develop this site funds are needed. Therefore, we, the North Central Council for School Television needs an additional $50,000 above the $395,000 that is needed to fund NCCST. If the additional funds are received, not only can we further develop this very relevant and worthwhile web site NCCST can also provide staff training throughout the state. It is also up to school administrators in our state to promote this site so that teachers not only know that this site is available but also use it as well.

This concludes my remarks and I now stand to answer any questions that you might have.

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS
February 27, 2009

By: Beverly Pearson, Manager
Education Services
Prairie Public Broadcasting
701-239-7575

Chairman Holmberg and Members of the Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public Broadcasting. My primary responsibility is working with the North Central Council for School Television (NCCST) in partnership with Prairie Public to offer services specifically in niche areas of identified needs. I appear before your committee in support of the North Central Council's request for continued funds for their services. For nearly 45 years, the NCCST and Prairie Public have partnered to provide multimedia resources and services for the NCCST member schools. The NCCST is a non-profit of ND and MN schools, and with funding from the ND Legislature, all public schools in ND are members. The Board determines program direction, obtains funding, and contracts with Prairie Pubic to act on its behalf to carry out its programs.

The NCCST Board of Directors' strategic plan identifies four key areas of need in their schools:

1. Easily accessible, classroom multimedia resources available by broadcast and online.
2. Professional development that identifies multimedia resources and integrates technology in the curriculum.
3. Programs that address literacy and school readiness deficiencies.
4. North Dakota multimedia resources to support the ND Studies curriculum.

Through its partnership with public television, the NCCST leverages the vast repository of local and national public broadcasting resources as well as their grant opportunities to achieve advancement in these areas. Today it supports K-12 services including classroom resources and teacher effectiveness training, an early childhood education initiative, on-site and online professional development, a website for ND Studies resources, and numerous community engagement projects.

PBS and the Corporation for Public Broadcasting (CPB) have a long history of providing educational resources and services. Both have recently reaffirmed their education commitment to raise student achievement levels in core curricular areas with both multimedia resources developed to enhance the classroom learning experience and opportunities for local stations to work directly in their communities to integrate those resources in classroom learning experiences.

Locally, Prairie Public has supported the mission of the NCCST, partnering to provide classroom multimedia resources and teacher services as well as developing documentary materials with teacher guides freely available for use in our schools. Public television has been and continues to be a cutting edge leader in providing and encouraging the use of high quality video, online and broadcast, and correlating online resources to help teachers engage their students to increase understanding, learning retention and student achievement levels.

Instructional Resources/K-12 Services

The NCCST continues to lease instructional video resources for K-12 schools as a cost effective means to obtain supplemental video but also as copyright protection for the schools. As in the past, programs are broadcast on Prairie Public for recording off air and are also available

through the Instructional Resources Lending Library. Many programs are also streamed on the Instructional Resources website for easy and instant access.

Public broadcasting, too, has expanded the reach of their programs, particularly to the education community, i.e. preK12+ teachers, parents, caregivers, and students of all ages by streaming entire programs or segmented clips on the Web. Prairie Public, PBS, PBS Kids, and the NCCST programs offer websites with online video, lesson plans and activities, and games for children, all enhancing the programs value as an educational resource. In addition, the NCCST co brands with extraordinary educational sites from public broadcasters across the country. WGBH encourages North Dakota teachers to use its extraordinary science and history website. This winter, at a cost of over 10 million dollars, Maryland Public Television rolled out a new educational online student game that teaches pre-algebraic concepts and offered the game to other stations to host on their own local site.

To ensure easy access to these and other valuable multimedia resources and impact on student achievement, Education Services provides teacher effectiveness training on locating and integrating high quality multimedia resources in the classroom through workshops, trainings, and onsite visits to schools.

Ready To Learn

Research shows that investment in Early Childhood Education (ECE) produces cost savings in reducing the incidence of special education; preventing grade repetition; improving educational productivity; and enhancing children's and family's well-being resulting in actual societal cost benefits.

Belfield Report, Columbia University

2004

Recognizing the importance of early childhood education both as a cost savings to the education system and as a beneficial impact on children not ready for formal learning, the NCCST has monetarily supported Prairie Public's efforts in working with early childhood providers, parents, and K-3 educators through Ready To Learn (RTL). RTL is based on the U.S. Department of Education's 2006 Ready To Learn project focused specifically on helping underserved children (ages 2-8) learn to read through new and updated, research-based children's programming, valuable new online resources, and outreach activities based on the concept that family members, caregivers, and educators, regardless of wealth, education or native language, can help enhance a child's reading/readiness success by engaging in a multi-sensory approach to everyday simple and fun activities. Reading aloud, sharing stories, singing songs and making rhymes with adults and/or educational television programs teach children important lessons about words and how they use them.

The NCCST's RTL initiative promotes early literacy through workshops and events, training educators and caregivers to use the curriculum-based PBS Kids programming and correlating activities to stimulate and develop early literacy skills.

In addition, Ready To Learn offers competitive grants to area schools to host Share A Story Family Literacy Events for preK-3rd graders, their families, their communities, as well as neighboring schools; training for family outreach professionals in using the extensive Parenting Counts resources, and promoting the annual Reading Rainbow contest and other local early childhood and literacy initiatives.

PBS TeacherLine

The NCCST also supports local access to award winning, online professional development course offerings through PBS TeacherLine. Initially funded through a federal Ready to Teach

grant, PBS TeacherLine was developed to help teachers acquire the skills they need to prepare students for a successful future. PBS TeacherLine provides high-quality, affordable professional development through facilitated, online courses, collaborative learning communities, and exemplary Internet-based resources. Currently, more than 100 courses developed in conjunction with leading education organizations are offered.

Through a grant from PBS and support from the NCCST, Prairie Public offers locally facilitated courses in the areas of instructional strategies, instructional technology, math, reading/language arts, and science. The local courses can be customized for individual consortium or school district needs, enhancing local staff professional development programs, and meet North Dakota teacher licensure, reading specialist, media specialist, and Title I credential renewal requirements. Graduate credit is available from North Dakota State University (NDSU) and the University of North Dakota (UND) for most courses.

In addition, a substantive new course was first offered this fall for pre-service and in-service teachers, day-care providers, and caregivers of preschool children. This "first of its kind" course has been approved as training hours required for childcare providers by the North Dakota Child Care Administrative Licensing Rules. Through partnering with local universities and colleges, undergraduate credit is available through United Tribes Technical College and Minnesota State University Moorhead and both under graduate and graduate credit is available from NDSU and UND.

North Dakota Studies Website

Funded by the 2007 Legislature and working in partnership with the North Dakota Center for Distance Education and the North Dakota Humanities Council, the NCCST developed, a multimedia, searchable website hosting a multitude of North Dakota resources, all tied to

curricular standards. The site was modeled after two particular sites, one completed at an initial cost of well over a million dollars, the other at initially at $225,000 in the mid 1990s. NDStudies.org is currently a BETA site and will be refined and revised with input from teacher advisors this spring. Steve Swiontek's testimony comments on the importance of this site and the need for the additional $50,000 to develop content. With continued development, the North Dakota Studies Website will be a repository for a wide variety of educational materials about North Dakota as well as a supportive online site for the entire community. It will encourage cross-curricular applications in classrooms and while focused on teachers and classroom learning, ND Studies.org will be one-stop educational site accessible by anyone wanting to learn more—about all things North Dakota.

Other Partnerships and Services

The partnership between the NCCST and Prairie Public offers the education community advantages through the public media services as well as other agencies. For example, Education Services is a member of Read North Dakota, a loosely knit association of the key arts and historical agencies in North Dakota promoting literature by and about North Dakotans. For two years, Read North Dakota education specialists partnered with North Dakota EDUTECH to sponsor interactive videoconferences with the highlighted guest author, bringing students across the state to a sit-down discussion with award-winning writers. In connection with the NDStudies.org website, the NCCST is also a partner in the Digital Horizons project, a project of Prairie Public, Concordia, North Dakota Regional Studies, and the North Dakota Heritage Center to digitize archived media, making it available to the public via a searchable website.

Funding

The NCCST was granted $395,000 from the North Dakota Legislature for the current biennium. The request for the next biennium to maintain the ongoing educational services remains the same at $395,000. However, the Council is requesting an additional amount to enlist master teachers to develop content for ndstudies.org and provide training in using North Dakota resources across the curriculum. The $395,000 costs for the current biennium is as follows:

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- $120,000 initiated the ND Studies Website
  - $70,000 employee compensation
  - $30,000 searchable web design
  - $18,000 contracted services for video hosting, content development, Digital Horizons
  - $2000 travel

Additional in kind funding from Prairie Public provides broadcast services, administrative overhead, and other resources.

This concludes my remarks.

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
February 27, 2009
By: Bob Marthaller, Director
School District Support Services
701-328-2267
Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Bob Marthaller and I am the Director, School District Support Services, for the Department of Public Instruction. I am here to provide information regarding pass-through grant funding for the North Central Council for School Television (NCCST).

I will keep my comments brief and defer my time to others who wish to provide testimony. I would like to introduce Beverly Pearson, Education Services Manager at Prairie Public and would also mention that Rep. Dave Monson and I are both Past-Presidents of NCCST.

The North Central Council for School Television is a 44-year-old non-profit organization of schools (North Dakota and Minnesota) that put public broadcasting on the air in North Dakota to support and enhance school curriculum, providing multimedia resources for classroom use. School Administrators are members of the Council and make up the Board of Directors. The NCCST contracts with Prairie Public Broadcasting to administer its program. The North Central Council for School Television published mission is "To create a virtual educational service

unit by merging broadcast and Internet technologies to deliver member services and as a virtual service center, to provide links between educators and educational resources."

One of the newest efforts of the NCCST, in partnership with the North Dakota Humanities Council and the Center for Distance Education, is the creation of a searchable, multimedia North Dakota Studies website to help teachers enhance their lessons while meeting state curriculum standards. North Dakota schools are required to provide instruction to fourth and eighth graders in North Dakota Studies, with an emphasis on the geography, history, and agriculture of our state. Some of the key elements of the ND Studies project include: the compilation of available background articles, lesson plans, audio/video resources; organization of research to achieve cross-curriculum teaching objectives; free access to teachers for resources hosted on a single website; and conversion of various elements to digital resources.

Instructional Resources, provided by NCCST in partnership with Prairie Public, provides research and standards-based multimedia resources to encourage the use of technology as a teaching tool in the classroom. Through a state buy, the NCCST leases the rights to instructional video and correlating web resources for K-12 schools both as a cost effective means to obtain supplemental resources and as copyright protection for the schools. Instructional programs can be kept from

year to year as long as the school retains its membership. Programs are broadcast on Prairie Public to use directly or recorded for use at a more convenient time. Programs are available through a Lending Library on VHS or DVD and are offered online through an easily accessible website.

Teacher guides and extensive web resources for the Instructional Resource materials as well as the Prairie Public and PBS educationally directed programs are easily accessed from the Education Services website. In addition, the Council funds teacher effectiveness training and workshops in integration of multimedia resources for K-12 educators and, more recently, literacy based events for member schools.

The NCCST Board establishes policy, sets the budget, and works with other state agencies to promote and ensure easy access to instructional resources for classroom teachers. The NCCST Board has set a membership fee of $2.32 per student and all North Dakota public schools receive free membership in a special arrangement through legislative funding. Private and tribal school memberships are provided free in partnership with Prairie Public.

The 60th Legislative Assembly granted $395,000 to the NCCST for the current biennium of which $275,000 supported the educational services and staff, classroom program/video service (Instructional Resources), educator training for K-12 and early childhood education (*Ready To Learn*) and online PBS

TeacherLine professional development courses offered at a reduced rate. The remaining $120,000 was designated to begin building a North Dakota Studies website. Funding at the $395,000 level will maintain the three full time staff and core services in the education department, plus the contracted trainers and the additional staff person designated for the ND Studies project.

The additional funding request of $50,000 is necessary to continue the development of the ND Studies project website including preparation of cross-curricular materials and contracts for training.

The total funding request as approved in the House version for the next biennium is $445,000 and we respectfully ask the Senate Appropriation Committee to concur.

This concludes my remarks and I will defer the rest of my time to other interested parties who wish to address the Committee.

Education News

Services and Resources for Educators

Prairie Public - Fall 2008

Ready To Learn Workshops

Ready To Learn workshops are designed for parents, teachers, and caregivers of young children. Workshops use the Learning Triangle—storybooks, activities, and television that teaches—to support children's learning and development.

Workshops focus on topics including early childhood literacy development, children's emotions, sibling rivalries, and parent/child relationships.

Instructional Resources

Access over 2,000 classroom and professional development video titles, specifically leased for use in North Dakota schools.

- Record entire video series from the Early Morning Block Feed.
- Watch or record the Daily Schedule for episodes airing once a week.
- Borrow programs from the Lending Library.
- Log on to our website for streaming video.

Find new biology, history, nutrition, and professional development program series for middle and high school listed on our website.

We've also added new streaming video programs!

- **Slim Goodbody's Daily Almanac**
- Five new biology program series with additional Web resources
- Many Annenberg literature and language arts, foreign language, science, social studies, and math programs.
- **Teen Kids News** and **Assignment The World**

Monitor the e-newsletter for additional new titles.

Literacy Grants

Prairie Public is offering five Share A Story Family Literacy Event grants to prairie-area schools interested in creating a community-wide family literacy event.

The events inspire adults to help young children develop language and literacy skills through activities, storytellers, free children's books, and PBS KIDS characters!

Prairie Public will provide organizational support, posters, books, and a $500 stipend for planning the event. Download the grant application from our website. The application deadline is October 24, 2008.

PBS TeacherLine

PBS TeacherLine provides PreK-12 educators with high-quality, standards- and research-based professional development opportunities in an accessible, online format that makes learning fun, flexible, and collaborative.

- More than 130 courses spanning the entire curriculum: Reading/Language Arts, Mathematics, Instructional Technology, Instructional Strategies, and Science
- Specially trained, experienced facilitators
- Customized courses for local needs
- Graduate credit through local universities for courses offered by Prairie Public
- Courses to meet renewal requirements

National courses begin October 22, 2008. Watch the e-newsletter for local offerings.

To Learn More

Contact Education Services at Prairie Public

701-239-7574
education@prairiepublic.org
prairiepublic.org/education

Education Services Comments

"**This class has been absolutely wonderful!** How did you know about all those wonderful articles? Every kindergarten, first, second, and third grade teacher should take it. Is there a way you could let DPI know about this class? I'm sure there would be a lot more teachers that would like to take it."

-Diane Peterson, a Kindergarten teacher from Finley/Sharon Public Schools, in an email to her local PBS TeacherLIne course facilitator

"This is such a great event for families to go to and get their children involved in reading and literacy development. **I wish there would be more events like this available.**"

-Anita Frey, Gussner Elementary School Teacher, Jamestown

"The Ready to Learn workshops are **always fun and informative**. The childcare professionals in our group really appreciate having fresh, new ideas that they can work into their everyday lesson plans too."

Lindsay Spanier, Daycare Provider, Moorhead

"My kids love to watch the PBS KIDS programs. They are better than other TV programs because they are actually learning from the shows and it is something that we can continue learning from long after the television has been turned off."

Sherry Renner, West River Head Start Teacher, Mandan

"As a teacher, I thought the Share A Story event was great. I enjoyed working with children as they made their file folder games to take home. **It was nice to see so many families enjoying the day together**, being able to incorporate literacy into a fun Saturday at the park."

Pat F., West River Head Start teacher

Additional Comments:

"I learned so much more than I expected; all content is very applicable but also re-invigorates one in education, and one's approach to it."

"I love the format and the flexibility. The courses all apply directly to my classroom."

"The course was great! I am so excited to use all that I learned in my classroom. The assignments were very individualized for each teacher and their needs within their classroom."

North Dakota Studies

Prairie Public, the North Dakota Humanities Council, and the Center for Distance Education are collaborating on a new North Dakota Studies website:

- Lesson plans and background essays for K-12 cross-curricular applications.
- Supplemental resources for fourth grade, eighth grade, and high school ND Studies curriculum.
- Video clips, pictures, primary documents, discussion questions, and other resources.

Digital Television Transition

Prairie Public is ready for the transition to digital television and is eager to help. How you currently receive television signals will determine the action you need to take.

- If you receive your television signal through cable or satellite, you do not need to do anything.
- If you have a digital television (a TV with an internal digital tuner) and you receive your television signal over-the-air with an antenna, you don't need to do anything.
- If you have an analog television and you receive your television signal over-the-air with an antenna, you will need a digital-to-analog converter box to continue to watch broadcast television.

The guidelines above apply for Prairie Public's main channel. For additional information to receive Prairie Public's other multicast channels, visit our website.

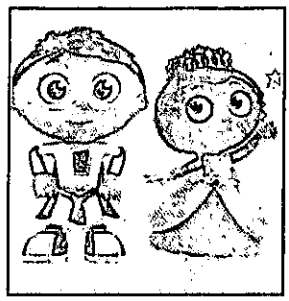
Daily Almanac



Jump start every day with **Slim Goodbody's Daily Almanac**. Just click and go—it's streamed from our website!

The 285-day educational series builds character, recalls historic events, finds the world's science extremes, teaches a word a day, and provides tips for healthier living for your students—and the planet!

Raising Readers Programming



Bring your children fun, engaging, and imaginative educational television, with two old favorites, **Sesame Street** and **Between the Lions**, and two new favorites, **Super WHY!** and **WordWorld**. Whether old or new, these programs all share the goal of building strong pre-reading and reading skills for children ages 2 to 8.

Find out when your favorite Raising Readers program airs by visiting www.prairiepublic.org/programs/tvsched.jsp.

New Resources

Take advantage of these updated services to continue offering the best educational resources to your students.

PBS Teachers offers thousands of free lesson plans, video clips, teaching activities, and interactive games and simulations.

- **PBS Teachers Connect** is a new social networking site where teachers exchange ideas, resources, and instructional strategies. The site also provides the ability to save classroom resources found on PBS Teachers.
- **PBS Vote 2008** is your source for election-related materials, lesson plans, interactives, podcasts, and updates from PBS news programs. **Contact Education Services for a free election-based teachers' guide.**

Teachers' Domain is expanding its collection of classroom-ready video clips, lesson plans, and interactives this fall with the addition of new resources in language arts, social studies, math, and science.

E-Newsletter

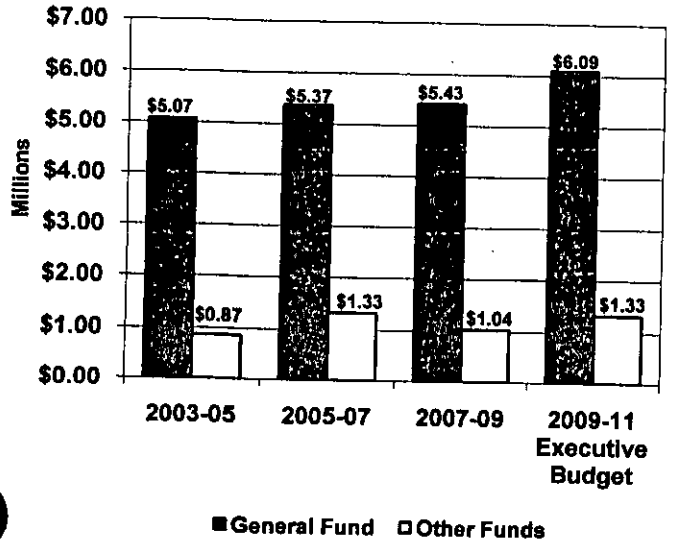
Don't miss out on the latest news, updates, and resources available from Prairie Public! **If you aren't already receiving the e-newsletter at your school, contact Education Services to sign up.**

Department 252 - School for the Deaf
House Bill No. 1013

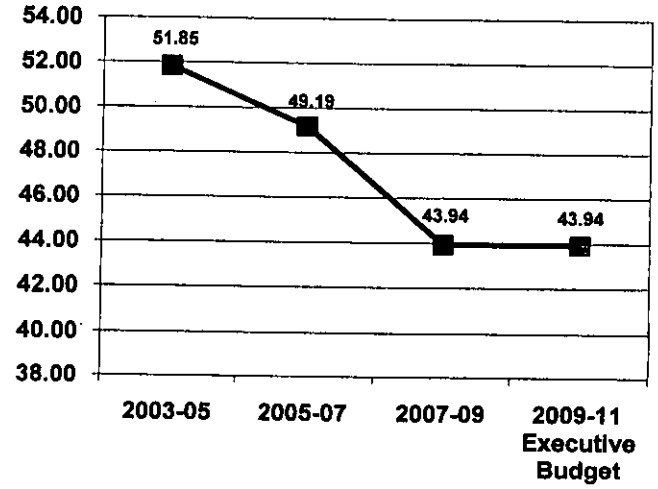
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	43.94	$6,094,621	$1,334,461	$7,429,082
2007-09 Legislative Appropriations	43.94	5,426,155	1,041,501	6,467,656[1]
Increase (Decrease)	0.00	$668,466	$292,960	$961,426

[1]The 2007-09 appropriation amounts include $38,200, $35,717 of which is from the general fund, for the agency's share of the $10 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for classified employees. The 2007-09 appropriation amounts do not include $179,000 of additional carryover capital authority, $119,000 of which is from the general fund.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$6,028,621	$66,000	$6,094,621
2007-09 Legislative Appropriations	5,326,155	100,000	5,426,155
Increase (Decrease)	$702,466	($34,000)	$668,466

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Increases (decreases) funding for operating costs, including the following major changes:	($11,726)	$41,111	$29,385

	Increase (Decrease)	Total Provided
Travel	($64,407)	$456,524
Information technology equipment under $5,000	($17,578)	$52,700
Utilities	$125,505	$297,751
Operating fees and services	($28,104)	$71,430

2. Increases operating costs for outreach services	$28,935		$28,935
3. Removes one-time funding for extraordinary repairs provided in the 2007-09 biennium	($100,000)		($100,000)
4. Removes 2007-09 biennium funding for extraordinary repairs	($50,000)		($50,000)

5. Provides funding for extraordinary repairs as follows:	$98,605		$98,605

Roof replacement	$46,000
Resurface north parking lot	$35,000
Fill and seal campus roads and lots	$10,000
Miscellaneous other repair needs	$7,605

6. Provides funding to address salary equity issues, including $2,868, of which $2,725 is from the general fund, for the related second-year salary increase	$57,224	$3,011	$60,235
7. Provides capital projects funding for a replacement standby generator		$127,640	$127,640
8. Provides funding for equipment over $5,000, including a tractor ($48,000), front loader ($7,500), and front mount snowblower ($5,000)		$60,500	$60,500
9. Provides **one-time funding** for a facility master plan	$41,000		$41,000
10. Provides **one-time funding** for the development of a business plan for a virtual program delivery model	$25,000		$25,000

Other Sections in Bill

Deferred maintenance transfer authority - Section 3 authorizes the School for the Deaf to transfer from the deferred maintenance line item to the capital assets line item amounts necessary to address extraordinary repair needs. Any amounts transferred must be reported to the director of the Office of Management and Budget.

Continuing Appropriations

No continuing appropriations for this agency.

Major Related Legislation

House Bill No. 1034 - This bill provides a $100,000 general fund appropriation for a Legislative Council study of the provision of services to children and adults who are deaf or hearing-impaired.

Senate Bill No. 2155 - This bill provides a $300,000 general fund appropriation for grants to institutions of higher education that provide direct services to students who are hearing-impaired.





Same given to House on 1-20-09



HB 1013
SENATE APPROPRIATIONS
RAY HOLMBERG, CHAIRMAN

FEBRUARY 26, 2009

NORTH DAKOTA SCHOOL FOR THE DEAF

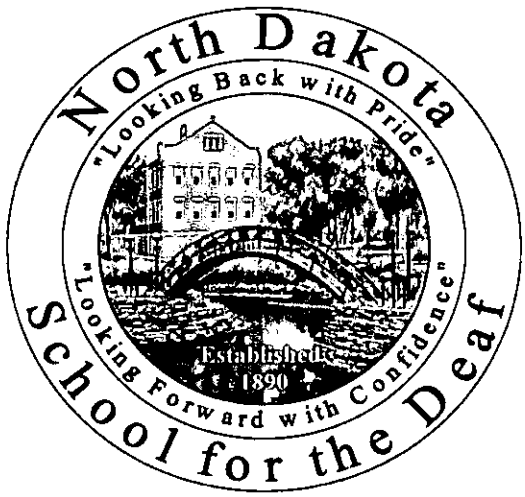
AGENCY 252

DENNIS J. FOGELSON, SUPERINTENDENT









INTRODUCTION

Honorable Senator Holmberg, Chairman and members of the Senate Appropriations Committee:

Good morning and Greetings from the North Dakota School for the Deaf. My name is Dennis Fogelson and I am the Superintendent at NDSD.

Each of you have been given a green folder containing information of importance regarding the North Dakota School for the Deaf. We will speak about several of our programs today and you can refer to this folder of materials for printed flyers explaining each program.

NDSD INITIATIVES

MISSION STATEMENT

Through residential and day programming, the North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experience for deaf and hard of hearing children ages 0-21 and **will serve as a resource center for outreach services for all North Dakota citizens.** As per recent legislation (ND Century Code 25-07-12), the School for the Deaf may collaborate (not compete) with public and private entities for the provision of services to adult individuals who are deaf or hard of hearing.

VISION OF THE NORTH DAKOTA SCHOOL FOR THE DEAF

The residential school currently known as the North Dakota School for the Deaf shall change its current title to an expanded title that will identify two distinct entities within one state agency:

1. North Dakota Resource Center on Hearing Loss
2. North Dakota School for the Deaf

These two distinct entities shall share a common goal – to provide educational and habilitative services to North Dakota's deaf and hard of hearing population.

The North Dakota Resource Center on Hearing Loss/School for the Deaf shall:

1. Operate a high-quality educational program as a residential option for a small number of students who are deaf and hard of hearing who require *specialized educational and socialization programming.*
2. Be the *North Dakota Resource Center* to provide resources and training opportunities for all citizens of North Dakota.
3. Operate *North Dakota's state-wide parent-infant program* to provide education in a family-centered instruction for infants who have been identified or are suspected with a hearing loss.
4. Provide *outreach services* and/or resources to all North Dakota citizens who are impacted by hearing loss (newborn through senior citizen). Information or programs include areas of language, audition, speech, assistive living devices and sign language instruction.
5. Provide habilitative and educational programming for children who have *cochlear implants.*
6. Provide specialized care and instruction for students who are deaf and hard of hearing who have *multiple special needs or multiple needs.*
7. Use *technology* to implement new educational or habilitative programs to reach individuals who live in rural/remote areas (i.e. interactive television, real-time captioning, real-time note taking, video relay services, remote interpreting and voice recognition).
8. Provide *mentoring and practicum site(s)* for student-teachers of deaf and hard of hearing and for sign language interpreter trainees.
9. Provide *summer programming* for North Dakota children who are deaf and hard of hearing.
10. Operate the *North Dakota Captioning Center* in order to transcribe and encode captions onto audio-visual programs in order to make them visually accessible to those with hearing loss (service available to North Dakota Schools, state agencies and non-profit organizations).

PROGRAMS

The North Dakota School for the Deaf (NDSD) was established in 1890 by the North Dakota Constitution and is located in Devils Lake. NDSD is under the direction, control, and management of the North Dakota Department of Public Instruction. NDSD is a resource/educational and all hearing loss outreach facility established for the education of deaf and hard of hearing individuals who are residents of North Dakota. Out-of state students are accepted on a tuition basis.

The North Dakota School for the Deaf has a strong commitment to the education of individuals in North Dakota who are deaf, hard of hearing, and deaf-blind. The NDSD programs have a history of change and growth and continue to evolve today. In recent years we have seen many national and state changes in the field, including universal newborn hearing screening, significantly improved assistive technology, technological advances in general, medical interventions, legal mandates to special education, increased demand for educational options by families, mental health issues among deaf/hard of hearing, larger numbers of late deafened persons with hearing loss, and the need for professionals with the knowledge necessary to address these changes. The very diverse needs of individuals who are deaf, hard of hearing or deaf-blind will continue to impact the field of deaf education and subsequently our programs. The North Dakota School for the Deaf recognizes the responsibility and importance to serve all persons who are deaf, hard of hearing or deaf-blind with non-duplicated expertise.

Hearing loss or deafness does not affect a person's intellectual ability to learn. However, children who are deaf, hard of hearing or deaf-blind generally require some form of special education services in order to receive an adequate education. Because of special challenges, some require adjustments, additions, or changes to their programs and may need extraordinary levels of specialized support. The North Dakota School for the Deaf promotes and shares the best practices among our collaborative partners serving deaf/hard of hearing and deaf-blind in North Dakota.

The North Dakota School for the Deaf requires specialized curriculum and teaching methods and a highly trained educational staff to deliver information directly to students using signed and/or oral communication as per the specific language needs of the children. The school provides comprehensive educational programming that covers a broad range of disciplines including traditional academics, vocational education, special studies, physical education, and art. The major emphasis in all programming at NDSD is the focus on receptive and expressive language

acquisition with a hands-on/experiential approach to learning. NDSD is fully accredited by the North Dakota Department of Public Instruction, North Central Accreditation, and the Conference of Educational Administrators Serving the Deaf.

A vital part of meeting the needs of our students in developing language and social skills is the opportunity to be involved in activities within the local community. Students are mainstreamed when appropriate with their hearing peers in classes offered at the Devils Lake Public Schools and Lake Area Career and Technology Center. Hearing students from the public schools are able to attend select classes at NDSD in a reverse mainstream program. American Sign Language classes are currently being offered throughout the day. Other opportunities open to students in the community include co-curricular and extra-curricular activities, church activities, scouting, 4H, Devils Lake Park Board Recreation, dance, skating, and so forth.

The residential program at the North Dakota School for the Deaf provides services that enable students who are deaf and hard of hearing to develop essential skills that will allow them to be as independent as possible upon completion of their requirements. We provide an environment where students can develop intellectually as well as emotionally and socially. The residential, extracurricular, and recreational programs enable students to learn about and experience Deaf Culture through activities with their deaf peers and with deaf adults in the community. Students learn and benefit from the trained staff, role models, and peers that are deaf in an environment that provides communication among individuals working at or attending our school. In this way, the NDSD residential learning environment enhances the students' incidental learning, cultural learning, and communication skills. The students' social needs are met and NDSD minimizes their feelings of isolation.

Holistic care—assessment, planning, implementation, and evaluation—is provided to all students through the nursing process. Services provided include assessment and treatment of injuries and acute illnesses, health promotion/teaching and disease prevention, emergency care, and control of communicable diseases.

The North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and will serve as a resource center for outreach services for all citizens of North Dakota.

MAJOR GOALS

Within the scope of local, state, and federal laws and regulations

- Provide hearing impaired children of North Dakota with comprehensive services designed to promote educational, vocational, and personal/social development
- Develop individual abilities toward self-sufficiency in society
- Provide services and training to parents of deaf and deaf-blind children so they can be informed, active participants in their children's educational process
- Provide an outreach program which assists local education agencies with assessment, evaluation, consultation, and resources
- Serve as a state-wide resource center providing information, material, assistance, and referrals to many agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups
- Provide services, in conjunction with other adult service agencies, for adult hearing impaired individuals through outreach programming

MAJOR ACCOMPLISHMENTS DURING THE LAST TWO YEARS

Strategic Plan

- The Committee met and revised the plan in accordance with the Blue Ribbon Task Force recommendations.

Educational Programming

- Ongoing all school community service projects involving students and staff.
- Ongoing Deaf Awareness activities.
- Beginning a new NCA cycle.
- Curriculum development in alignment with the state standards.

- Hosted students and staff from the South Dakota School for the Deaf during Homecoming Week.

- Continue to be a student teacher and practicum site for prospective educators.

- Completed Tienet Training related to the new state system for the development and monitoring of Individual Educational Plans (IEPS).

- Initiated a new behavior incentive program school wide.

- Staff attendance at the Fall and Winter NESC in-services.

- Ongoing Professional Development.

- Participated in the national norming process for the Stanford Achievement Test for the Hearing Impaired.

- Various educational field trips.

- Various curriculum based special projects.

- Established a fully equipped sensory integration room to enhance student learning.

- Utilization of technology

  - ✓ SMARTBoard
  - ✓ Streaming
  - ✓ Tienet
  - ✓ Interactive Learning through IVN

Communications Department

- Participated as an advisory board member for Lake Region State College's American Sign Language and Interpreter Training Program.

- Expanded (and continue to expand) the American Sign Language class offerings through Interactive Video Network (IVN) and presented instruction to 33 communities in the state as of 1/2009.

- Provided (and continue to provide) captioning services free to all ND public schools, state agencies and to non-profit agencies. The department is known as North Dakota Captioning Services.

- Provided interpreter referral and interpreter services to include the adult deaf population in North Dakota.

- Contracted interpreter services out to local schools.

- Hosted nationally renowned deaf story teller and interpreter trainer to come to NDSD for workshops with students and staff.

Maintenance

- Replaced roofing materials on the kitchen/dining room and the pool building.

- Repaired and painted several buildings on campus.

- Replaced roofing, windows, siding and kitchen appliances at Superintendent Residence on campus.

- Continue Energy Management program.

- Remodeled and doubled the size of IT department office space in the Resource Building.

- Started planning the installation of an elevator to serve all three floors of the Smith Building. To be completed Spring 2009.

- Remodeled outdated kitchen area in Blackhurst Dorm. Work started during Christmas break and finished January 2009.

- Study and plan for NDSD's swimming pool improvements needed to comply with the "Virginia Graeme Baker Pool and Spa Safety Act" (Safety Vacuum Release System).

Technology

- Completed migration of MS Office Pro 2007 as standardized application campus-wide.

- Purchased a portable SMARTBoard unit to be used for classroom instruction, training for staff and off campus presentations.

- Upgraded computers and replaced AV equipment as needed and specified in Technology Plan.

- Completed renovation of the ND Deaf-Blind Services Project website to reflect the new name, ND Dual Sensory Project and updated information.

- Continued to work with the Information Technology Department (ITD) staff to keep ND School for the Deaf and ND Dual Sensory Project information up-to-date and meet compliancy web accessibility issues.

- Continued to collaborate with local school districts, area agencies and colleges in providing IVN classes, workshops, meetings and other services as requested.

Food Services

- Continued providing services for Early Head Start and Head Start Program. Increased count from 100 to 121, for breakfast and lunch meals.

- Reviewed and improved menus to provide a variety of meals according to Child Nutrition program.

- Use of NDSD facilities by Child Nutrition to provide courses for Pathway.

- Replace Food Service Director, who retired in 2007. Hired and trained new employees.

- Continue to receive excellent review from State Health Department inspection every year.

Resident-Living

- Continued development of behavior learning and levels of responsibility program and backpack reading program.

- Continued utilization of the Community Integration Vocational Development Program for NDSD students 14 years and older which gives the student trainees functional training to develop on-the-job skills, the opportunity to deal with people outside the home and school environment, and the self-confidence and experience to pursue gainful employment after leaving NDSD. The students did their training with local businesses.

- Participated in the sign language evaluation and improvement program.

- Provided language development, independent living skills, and leisure activities for dorm students.

- Continued use of the Sorenson video relay system which has virtually replaced the TTY. Students are able to communicate more efficiently with their expressions interpreted also.

- Continued involvement with the Lake Region State College and the University of North Dakota American Sign Language classes in "Deaf World" assembly programs held in Grand Forks, North Dakota.

Health Services

- **Wellness Policy at NDSD—** Continue to promote a healthy lifestyle to students and staff. Various health professionals speak on a variety of health topics and provide health education. Continue to encourage staff and students to participate in various wellness activities.

Outreach/Parent-Infant Services

Through the Outreach services, NDSD assists individuals, families, educational and state agencies, and organizations/employers in meeting the needs of deaf, hard of hearing, deaf-blind individuals. NDSD provides specialized expertise and resources to meet statewide needs.

- NDSD Outreach staff continued to focus on issues of:

  - ✓ Academic excellence for deaf/hard of hearing individuals by addressing expectations, standards, support of programs and personnel.

  - ✓ Comprehensive Services for community and parents by assisting the facilitation, education and preparation of individuals who are Deaf/Hard of Hearing, their families, and consumers within the respective communities.

  - ✓ Resources and Professional Development by addressing possible recruitment, training and retention of personnel, and providing appropriate materials.

- Continued to increase our role in serving as a resource center providing information and leadership.

- Continued to provide early intervention services for children who are deaf and/or hard of hearing ages birth to five through a family centered Parent Infant Program

- Continued to utilize and provide knowledge of current and emerging technologies.

- Coordinated a statewide communication network among teachers and parents via list serves.

- Continued to address, support and train the diverse needs of families and consumers.

- Continued to support qualified and appropriately trained staff, to meet the unique needs of Deaf/Hard of Hearing through workshop and conferences.

- Continued to support the challenges presented by the loss of hearing and assisted individuals of all ages who are learning to cope with the ramifications of their hearing loss.

- Continued to promote identification of hearing loss as close to birth as possible through collaboration with Early Detection and Hearing Intervention program and Audiologists.

- Continued to disseminate a variety of resources, books, VHS/DVD, curriculum, etc.

- Continued to serve as committee member on a variety of statewide organizations, such as EDHI Advisory, Family Support Advisory Group, Early Intervention Sub Committee, etc.

- Continued to participate in DPI bias review activities.

- All Outreach Staff re-certified as SKI HI Early Intervention Specialists for Deaf/Hard of Hearing.

- Continued to collaborate with local, state and national leaders with expertise in current trends of deaf education.

ND Dual Sensory Project

- Continue to increase our participation of collaborative efforts and partnerships with regional, state, interstate, and national agencies, federal projects, and organizations that are involved with deaf-blindness such as Pathfinders, Transition Steering Committee, Infant Development, NDCPD, DPI, Anne Carlsen Center, Family Voices, AER, NCDB, Helen Keller National Center.

- Continue to identify additional children/young adults with deaf-blindness throughout our state through the use of the national Census for children with vision and hearing impairment.

- Increased our statewide technical assistance through the form of information, identification, training/workshops, consultation services, emails, webinars, and service delivery to educational staff/service providers and families of children/young adults with deaf-blindness.

- Disseminated more information to parents, families, and educational staff/service providers throughout the state by providing a resource lending library that has books, curricula, video-tapes, journals and other educational material.

- Increased documentation of all technical assistance provided to children/young adults who are deaf-blind.

- Submission and approval, by OSEP, of the 2008-2013 grant proposal for the ND Dual Sensory Project.

STATUS OF THE 2007-2009 BUDGET

1. The 2007-09 expenditures to date are within budget estimates. Please refer to the budget spreadsheet.

2. **Revenue** - NDSD is in the 5th year of leasing the former school building to Head Start. Beginning with the 2004-05 school year, we converted available space on the 2nd floor of the Smith building to classrooms and moved those NDSD classes from the Spear school building to the Smith building. Additional space is also leased to Protection & Advocacy, Lake Region School of Martial Arts, Just for Kix, Edutech and three apartment units are rented.

3. **Salaries & Wages** – Represent 71.2% of the current appropriation. NDSD reduced approved staffing by 5.25 FTE at the close of the 2005-2007 biennium. All current FTE's are considered essential.

4. **Operating Expenses** – Represent 22.8% of the current appropriation. Major costs are the Weekend Transportation Program, Utilities, Food, Data Processing, and Telecommunications.

5. **Capital Assets/Capital Construction** - Represent 5.7% of the current appropriation. Installation of an elevator in the Smith building is our current priority. The school's physical plant continues to be maintained in good condition. With the exception of major extraordinary repairs, most work is done by the school's maintenance staff.

- **General Fund Turn back**- We are not anticipating a turn back to the general fund at the end of the current biennium.

2009-2011 BASE BUDGET REQUEST

For 2009-11 the school presented a 100% general fund budget request in accordance with executive guidelines. In addition, the school presented four optional adjustments, to renovate the Trades Building, to expand outreach, to implement a virtual school for the deaf and to prepare a master facility plan.

The budget request was for $6,938,999—a hold even appropriation request.

Salaries & Wages – The salary budget includes a new wage structure for teachers pending legislative approval.

Operating Expenses – The increase reflects the anticipated increase in utility costs due to the rising fuel prices.

Capital Assets/Capital Construction – The request is for replacement of a standby generator, a tractor with a loader/snowblower, parking and road maintenance, asbestos removal, roof repair and demolition of the infirmary building.

OUTCOME OF 2009-11 OPTIONAL BUDGET REQUESTS

1. **Capital Assets** - $1,670,738 was requested to remodel the Trades Building to house two state agencies. **No funding was included.**

2. **Master Facility Plan** - $100,000 was requested to conduct a master facility plan. **$41,000 was transferred from the capital assets line with no additional funding included.**

3. **Virtual School for the Deaf** - $403,702 was requested for a virtual school for the deaf. The plan included an increase of one FTE. **$25,000 was included for completion of a business plan. No other funding was included.**

4. **Outreach Service Expansion** - $83,169 was requested for continued expansion of the NDSD outreach program. The plan included an increase of .83 FTE. **No additional FTE's were included for outreach services. $28,935 was added for operating expenses related to program expansion.**

2007-09 SB2013 DEFERRED MAINTENANCE

We appreciate the funding of $100,000 for deferred maintenance projects per agency discretion.

A list of maintenance expenditures is attached.

USE OF OUTSOURCED/CONTRACTED EMPLOYEES

NDSD contracts for Audiology and Psychology services in lieu of hiring FTE employees. Services for Audiology are provided 1-2 days per month, depending on the need. Psychology Services are scheduled as needed also.

The school previously had full-time positions for both an Audiologist and a Psychologist but were unfunded and the current arrangement appears to be sufficient for our needs at this time.

CLOSING REMARKS

On behalf of our Legislative Team, we want to thank you for the opportunity to present our information regarding the North Dakota School for the Deaf.

The North Dakota School for the Deaf has, since 1890, been committed to providing quality services and I want to assure you that we will continue to provide deaf and hard of hearing individuals in North Dakota these services that they need and deserve.

Thank you in advance for your continued support of the North Dakota School for the Deaf.

North Dakota School for the Deaf

1401 College Drive North
Devils Lake, ND 58301-1596
(701) 665-4400 V|TDD (701) 665-4409 Fax
Dennis J. Fogelson, Superintendent

HB 1013 ADDENDUM LIST February 26, 2009

- FUNDS SPREADSHEET
- REQUEST FOR REINSTALLATION OF PAYMENT REDUCTIONS
- FTE TREND GRAPH
- FTE AND GENERAL STATISTICS SPREADSHEET
- REPORT ON DEFERRED MAINTENANCE
- 2007-2008 UNDUPLICATED PERSONS SERVED

These same sheets given to the House

SCHOOL FOR THE DEAF 252

Description	*2003-05 Biennium Expenditures*	*2005-07 Biennium Appropriation*	*2007-09 Biennium Appropriation*	*2009-11 Biennium Request*	*2009-11 Executive Recommendation*	*2009-11 As Passed By The House*
SALARIES AND WAGES	4,501,198	5,035,602	4,777,873	5,067,586	5,503,734	5,334,629
OPERATING EXPENSES	1,096,825	1,377,265	1,514,283	1,543,668	1,638,603	1,638,603
CAPITAL ASSETS	61,911	279,495	175,500	327,745	286,745	311,245
CAPITAL CONSTRUCTION CARRYOVER			179,000			
TOTAL LINE ITEMS	5,659,934	6,692,362	6,646,656	6,938,999	7,429,082	7,284,477
General Funds	4,992,628	5,365,097	5,545,155	5,626,703	6,094,621	5,950,016
Federal Funds	199,650	274,786	273,908	253,720	275,885	275,885
Special Funds	467,656	1,052,479	827,593	1,058,576	1,058,576	1,058,576
TOTAL FUNDING SOURCE	5,659,934	6,692,362	6,646,656	6,938,999	7,429,082	7,284,477
TOTAL FTE	51.82	49.19	43.94	43.94	43.94	43.94

North Dakota School for the Deaf

1401 College Drive North
Devils Lake, ND 58301-1596
(701) 665-4400 V/TDD (701) 665-4409 Fax
Dennis J. Fogelson, Superintendent

REQUEST FOR REINSTALLATION OF PAYMENT REDUCTIONS

A. PAY PLAN REDUCTION AND EQUITY REDUCTION

NDSD REQUESTS REINSTALLATION OF THE EQUITY REDUCTION PASSED BY THE HOUSE TOTALING $ 60,235

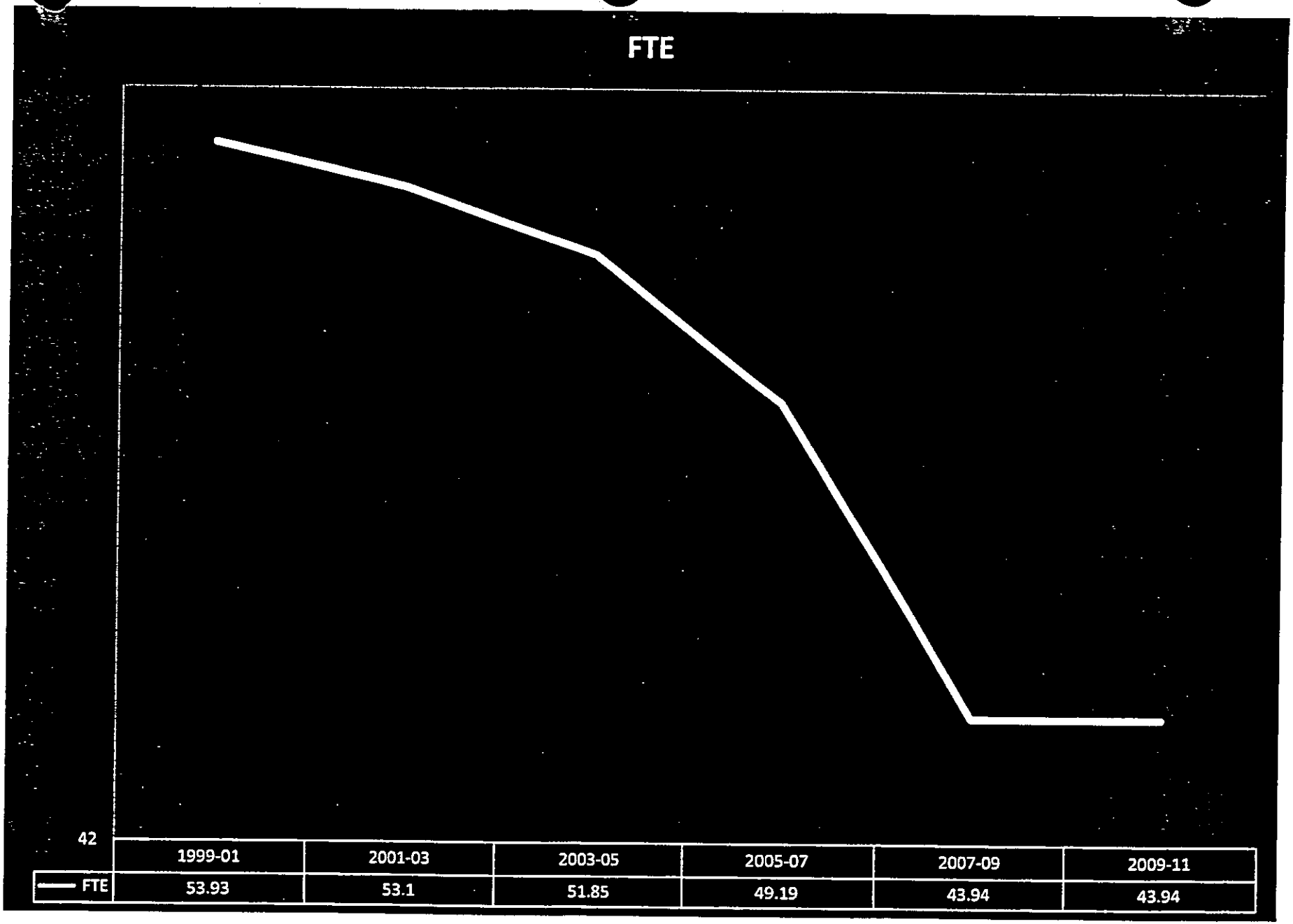
NDSD REQUESTS REINSTALLATION OF THE 2% PAY PLAN REDUCTION PASSED BY THE HOUSE TOTALING $ 108,870.

THE PAY PLAN REDUCTION WOULD RESULT IN UNDERFUNDING OF POSITIONS THAT NDSD INTENDS TO FILL.

GRANTING EMPLOYEES A FIVE PLUS FIVE PERCENT ADJUSTMENT WITH A MINIMUM $100 PER MONTH IS EFFECTIVELY ELIMINATED AT NDSD BY THE PAY PLAN REDUCTION. A LOWER PERCENTAGE ADJUSTMENT WOULD HAVE TO BE USED TO STAY WITHIN BUDGET LIMITATIONS.

B. FUNDING TO REMOVE ASBESTOS FROM INFIRMARY AND GYM

NDSD REQUESTS AN ADDITIONAL $ 16,500 TO REMOVE ASBESTOS FROM THE INFIRMARY AND THE GYMNASIUM. THIS COMPLETES FUNDING FOR DEMOLITION OF THE INFIRMARY BUILDING AS APPROVED BY THE HOUSE BILL WHICH ADDED $ 24,500 COVERING DEMOLITION ONLY.


FTE
42
1999-01
2001-03
2003-05
2005-07
2007-09
2009-11
FTE
53.93
53.1
51.85
49.19
43.94
43.94

ND SCHOOL FOR THE DEAF Agency 252

Average Number of Students	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
On Campus	41	35	35	33	28	30	29	26	26	24	30	30
Parent/Infant	7	9	16	16	18	18	14	12	30	30	40	40

Staff History -	99 - 01		01 - 03		03 - 05		05 - 07		07 - 09		09 - 11	
Authorized FTE	53.93		53.10		51.85		49.19		43.94		43.94	
TEACHERS	12.00	12.00	12.00	12.00	11.25	11.25	9.75	9.75	9.00	9.00	9.00	9.00
INTERPRETERS	4.05	4.05	4.05	3.94	3.93	3.93	4.69	4.69	3.94	3.94	3.94	3.94
OUTREACH	4.24	4.24	3.41	3.41	3.41	3.41	4.15	4.15	4.15	4.15	5.15	5.15
ND DUAL SENSORY PROJECT	1.00	1.00	1.00	1.00	1.00	1.00	1.44	1.44	1.25	1.25	1.25	1.25
SUPPORT STAFF	1.66	1.66	2.66	2.66	2.83	2.83	2.00	2.00	2.00	2.00	2.00	2.00
TEACHER TECHS	1.56	1.56	1.56	1.56	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.53
RESIDENT LIVING	8.47	8.47	8.47	8.47	8.50	8.50	7.75	7.75	4.75	4.75	4.75	4.75
HEALTH SERVICES	1.51	1.51	1.51	1.51	1.51	1.51	1.51	1.51	1.51	1.51	1.51	1.51
ADMINISTRATION	7.00	7.00	6.00	6.00	5.83	5.83	4.56	4.56	4.75	4.75	3.75	3.75
ALL OTHERS	12.44	12.44	12.44	12.55	12.06	12.06	11.81	11.81	11.06	11.06	11.06	11.06
	53.93	53.93	53.10	53.10	51.85	51.85	49.19	49.19	43.94	43.94	43.94	43.94

H:\Legislative Council\FTE w stats general classification

North Dakota School for the Deaf

1401 College Drive North
Devils Lake, ND 58301-1596
(701) 665-4400 V/TDD (701) 665-4409 Fax
Dennis J. Fogelson, Superintendent

December 31, 2008

Report to Appropriations Committees of the Sixty-First Legislative Committee regarding:

S. B. 2013 Section 13- one time Deferred Maintenance for the North Dakota School for the Deaf in the amount of $ 100,000

NDSD is pleased to report the following improvements made at our campus as a result of additional funding for maintenance and capital improvements.

Swimming Pool: An upgrade of the pool water treatment and filtration system has been completed in April 2008.

Total Cost of Pool upgrade: $ 126,990

Spears Building Roof: The Spears Building roof has been replaced in August 2008.

Total Cost of Roof Replacement: $ 26,474

Parking Lot: New parking lot area adjacent to pool area completed in November 2007.

Total Cost of Parking Lot: $ 5,000

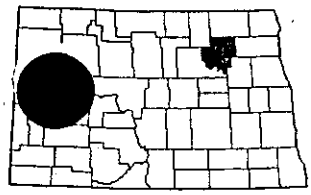
Elevator Smith Building: The balance of our capital improvement budget is to be used for installation of an elevator to meet ADA requirements in the Smith Building with a target completion date of June 30, 2009. $ 172,000 is projected as total expenditures related to this project.

(Approximate) Unduplicated Number of Persons served by program of the North Dakota School for the Deaf 2007-2008

On Campus Students	27
Outreach Department	1291
Communication Department	392
Technology Department	246
ND Dual Sensory Project	43
Food Service Department	140
Reverse Mainstream/ Swimming/P.E.	35
Total:	**2174**

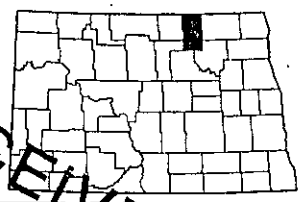
** Does not include number of people receiving publications and newsletters.

LAKES SOCIAL SERVICE DISTRICT



Ramsey County Social Services
524 4th Avenue NE #19
Devils Lake ND 58301-2400
Voice: 701-662-7050
Fax: 701-662-7095
Toll Free: 1-800-662-7088

Towner County Social Services
PO Box 604
Cando ND 58324-0604
Voice: 701-968-4355 ext. 6
Fax: 701-968-4359
Toll Free: 1-866-968-4340



RECEIVED
JAN 16 2009
Director of Ed Ofc
ND School For the Deaf

January 14, 2009

To the 61st Legislative Assembly of North Dakota:

In the past County Social Services, Division of Juvenile Services and Tribal Social Services were able to use the beds at attendant care until we were able to find a suitable placement for the youth, up to 96 hours. In the last year that has changed and we are now required to move that youth to another placement within 24 hours or after there has been a shelter care hearing. It is very difficult to find placements on such short notice. Due to this change in policy and due to the over-representation of children in foster care from our region (as of September 2008, Lake Region had 8% of the population of the children in ND and had 16.5% of the children in foster care in ND), a committee has been formed and we have been exploring the possibility of developing a shelter/assessment bed facility in Region III or the Devils Lake region. North Homes, Inc, a therapeutic foster care agency based in Minnesota, has been asked to provide staff and management of such a facility.

As a committee, we see a need for such a facility in our agency and would like to provide you with a few examples. As agencies we frequently are asked to place children at a moment's notice due to deprivation, unruly or delinquent behavior. Due to the shortage of foster homes, a lack of in-patient psychiatric facilities and group homes in the Lake Region, we often have to travel to other counties two or three hours away to place children. Sometimes we receive reports of youth thinking about suicide and we have no place for them other than the ND State Hospital. We receive reports of children not wanting to go home because they are scared of their parent. Or we have received reports of dirty homes and the children just need a place to go overnight until the family can get their home back in shape. When we receive custody of a youth for various reasons we need to place them that day. In all of these instances, if there were a shelter/assessment bed in our region, these children could stay there until we were able to assess the need for services for themselves and/or their families. This could mean a much shorter stay in care and no need for the children to change communities, schools, home and friends.

If the Trades Building on the ND School for the Deaf campus were renovated, it would be our region's commitment to use the space on the second floor for the shelter/assessment bed facility as described above. This facility will also be available to other regions in the state as beds are available.

Prepared by,

Region III Shelter/Assessment Bed Coalition Members

north dakota department of human services

Child Support Enforcement
1600 E. Century Avenue Suite 7, PO Box 7190, Bismarck, ND 58507-7190
(701) 328-3582 • Fax (701) 328-6575
Instate Toll Free 1-800-755-8530 • National Toll Free 1-800-231-4255
TTY Voice 1-800-366-6889 • TTY Text 1-800-366-6888
www.childsupportnd.com

John Hoeven, Governor
Carol K. Olson, Executive Director

August 15, 2008

Curt Sinness, Regional Administrator
Lake Region Child Support Enforcement Unit
206 5th Street NE
Devils Lake, ND 58301

Dear Curt:

This is in response to your request for a letter of interest regarding the renting of office space at the North Dakota School for the Deaf.

State law requires our program to "maintain an office in each of the eight planning regions of the state." North Dakota Century Code § 59-09-02(16). Devils Lake is the largest city in its planning region, is home to a regional human service center, and is the base of operations for the Northeast Judicial District. Child support orders are set and modified by court order, so our offices need to be located near the courts. For many reasons, we expect to maintain an office in Devils Lake for the foreseeable future.

Our understanding is that the School for the Deaf has surplus space, and we have a need for office space in Devils Lake. The possibility of renting office space at the School for the Deaf seems to be a "win-win" situation for the taxpayers and for both agencies; thus, we are interested in a long-term, stable lease relationship.

If the School for the Deaf is willing to prepare space that allows for high-speed Internet access and a secure, professional workplace for employees that is ADA compliant, we are very interested in pursuing a long-term lease arrangement, subject to the usual nonappropriation clause that is found in all state leases. Time would be of the essence, as our current lease expires at the end of 2008 and alternate arrangements are quite uncertain at this time.

Sincerely,

Mike Schwindt, Director
Child Support Enforcement

HOUSE BILL 1013

WAIT A MINUTE !

Are we getting ahead of ourselves?

Section 15 of House Bill 1013 speaks to The Department of Public Instruction and the School for the Deaf developing and implementing "the plan" beginning July 1, 2009. Item 4 of Section 15 talks about "a transition team" doing certain things. Certainly, the transition team can't possibly be named nor meet before July 1, 2009.

In my opinion, DPI should not move on any possible "Plan" before any is finalized by the transition team.

This is including, but not limited to, remodeling the building known as the Trades Building. The transition team may decide otherwise.

I have asked to be named to the transition team. I have some real concerns with the local parent enforcement agency being in that building after remodeling to provide locked entry and bullet proof glass for the employees and yet right across the street is the deaf students playground with no safety features.

I hope you share my concerns.

Jerry Balzer
(701) 400-3964

North Dakota's Resource Center on Deafness

North Dakota School for the Deaf

1401 College Drive North
Devils Lake, ND 58301

Phone: 701.665-4400

Web Site: www/nd.gov/NDSD

FREE RESOURCE are listed and may be accessed by contacting the North Dakota School for the Deaf.



❖ **Educational Programming** for deaf and hard of hearing students of all grade levels using specialized methods of instruction for youth who are hearing impaired based upon each child's individual education plan. The school provides a comprehensive academic program covering abroad spectrum of disciplines including traditional academic offerings, vocational preparatory education, special studies, physical education and art. Use of visual, auditory, and kinesthetic channels for communication and learning through experience are the bases of instructional methodology. Further educational opportunities are presented through the residential, athletic and recreational programs. A major emphasis of the program is on the development of expressive and receptive language skills.

❖ **Inter-Library Loan** of professional books and videotapes on a variety of professional development topics including hearing loss, sign language, interpreting, educational program, deaf culture, parenting, etc.

❖ **Interpreter Services** for students who are deaf or hard of hearing, ages 3 through 21 years for public school, extra-curricular and community activities.

North Dakota School for the Deaf assists individuals throughout the state in obtaining interpreter services by referring to freelance interpreters and/or professional agencies providing such services in their area.





❖ **Adult Services** are provided to both individuals with life-long hearing loss and those with later acquired hearing loss. Services available include assessments on communication and language skills, academic skills and vocational skills; consultations to employers while promoting advocacy for communication access and sensitivity to the impact of hearing loss. Assistive technology support is also given to individuals with hearing loss, their family or agencies/employers in setting them up and how to use it as well as aural rehabilitation and communication strategies.

❖ **Sign Language and Interpreter Studies Program** at Lake Region State College (LRSC) is a partnership with the North Dakota School for the Deaf. It is a two year associates program where classes provided are American Sign Language, Levels I-VI, in conjunction with other interpreter-related courses.

❖ **Sign Language Instruction**, including America Sign Language and Signed English, is provided to a variety of communities throughout North Dakota either on-site, Interactive Teleconference Network (IVN) or taped lessons.





❖ **Workshops** or educational in-services on hearing loss and communication tips, deaf awareness issues, deaf culture, basic sign language, assistive listening devices (fire alarms, doorbells, clocks, phones, etc.), hearing aids, audiograms, classroom modifications and strategies.



❖ **Professional Consultation** from a certified Teacher of the Deaf to provide assistance to school teams in determining areas of need for deaf/hard of hearing students. Professional development classes, demonstrations, workshops and staff in-services area available.

❖ **Note-taker Services** are provided to students with a hearing loss who are enrolled in the mainstream classes as they may not be able to attend to an interpreter while writing notes. North Dakota School for the Deaf assists the teacher in determining when such services are needed and may assist in choosing an appropriate note-taker for the student requiring the services.



❖ **North Dakota Captioning Services** encodes captions onto uncaptioned films such as the many educational films used in public school classrooms deafness.

CC



❖ **Comprehensive Assessment Services** provides evaluations for children with hearing loss in the areas of speech, language which includes oral, written and signed communication, academic skills, psychological, and the ability to use residual hearing. This service assists school teams in understanding the impact of hearing loss to the child's academic functioning and how to use the diagnostic information to make educational decisions for programming.

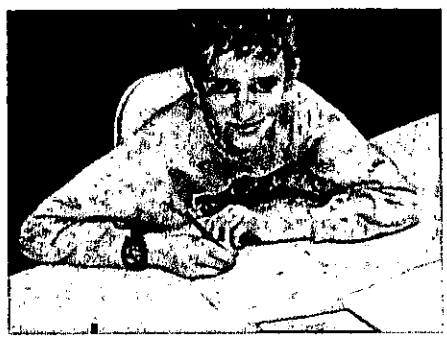
❖ **Infant Hearing Screenings** is offered to infants throughout the state, age 0 to 3 years. This is offered as an option to identify potential hearing loss that can impact a child's language development so that they may be referred for further testing if necessary. These Screenings are given by certified teachers of the deaf and an ASHA certified audiologist supervises the program and interprets the screening results.





❖ **Parent-Infant Program** is for families whose child, birth through age three, has a suspected or identified hearing loss. The Parent-Infant Program is a family centered program to assist families in addressing their child's needs related to hearing loss. These services are provided in the child's natural environments and utilizes the SKI*HI Curriculum to instruct these families in the areas of audiology, speech, language, auditory training and education options for their child with a hearing loss.

❖ **Residential program** provides a 24-hour language-rich environment allowing students to practice, use and expand communication skills, living skills, development of emotional maturity. It provides group interaction and socialization with a peer group. After school help with homework and extracurricular activities are provided.



❖ **Family Learning Opportunities** are provided both locally and statewide for families of children with hearing loss. These programs promote bringing families together to share and support each other as they learn about issues related to hearing loss.



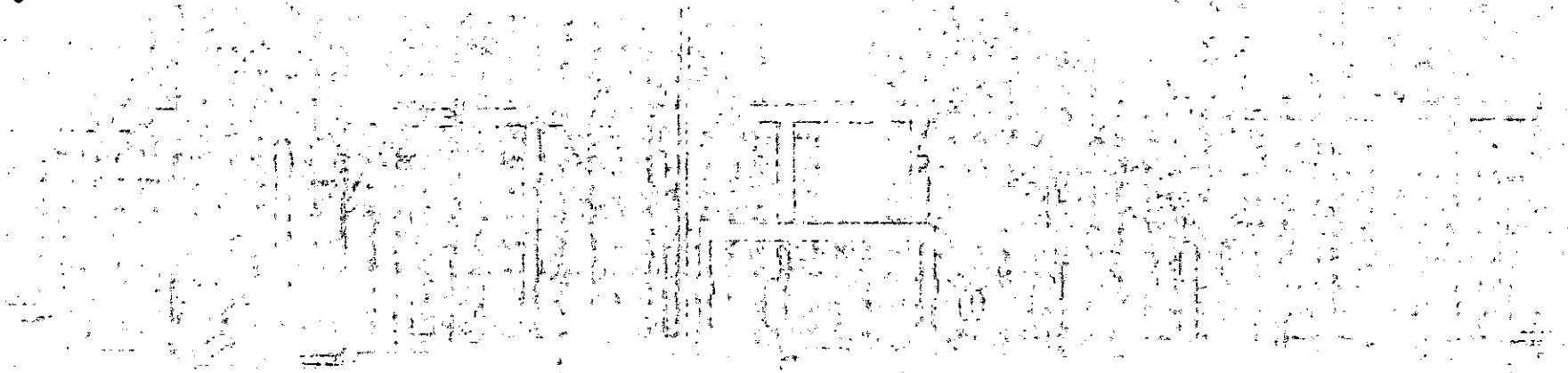


❖ **Summer Camps** for children who are deaf or hard of hearing throughout North Dakota, provides each camper with educational and recreational experiences. They are able to participate in an assortment of activities including arts and crafts, land and water sports, leadership and outdoor adventure. All methods of communication, appropriate to the needs of the individual camper, are used by the camp staff to ensure understanding. These methods include: speech, writing, and sign language.

❖ **Assistive Devices** resources and demonstrations are available upon request.

❖ **Deaf-Blind Services Project** provides technical assistance and support to parents, families, teachers, and service providers of infants, toddlers, students, and youth who are Deaf-Blind or at risk for Deaf-Blindness. The project focuses on building statewide capacity and sustainability for serving the unique needs of individuals, birth through 21 years of age, who are Deaf-Blind. The project maintains a lending library of materials including videos and books.

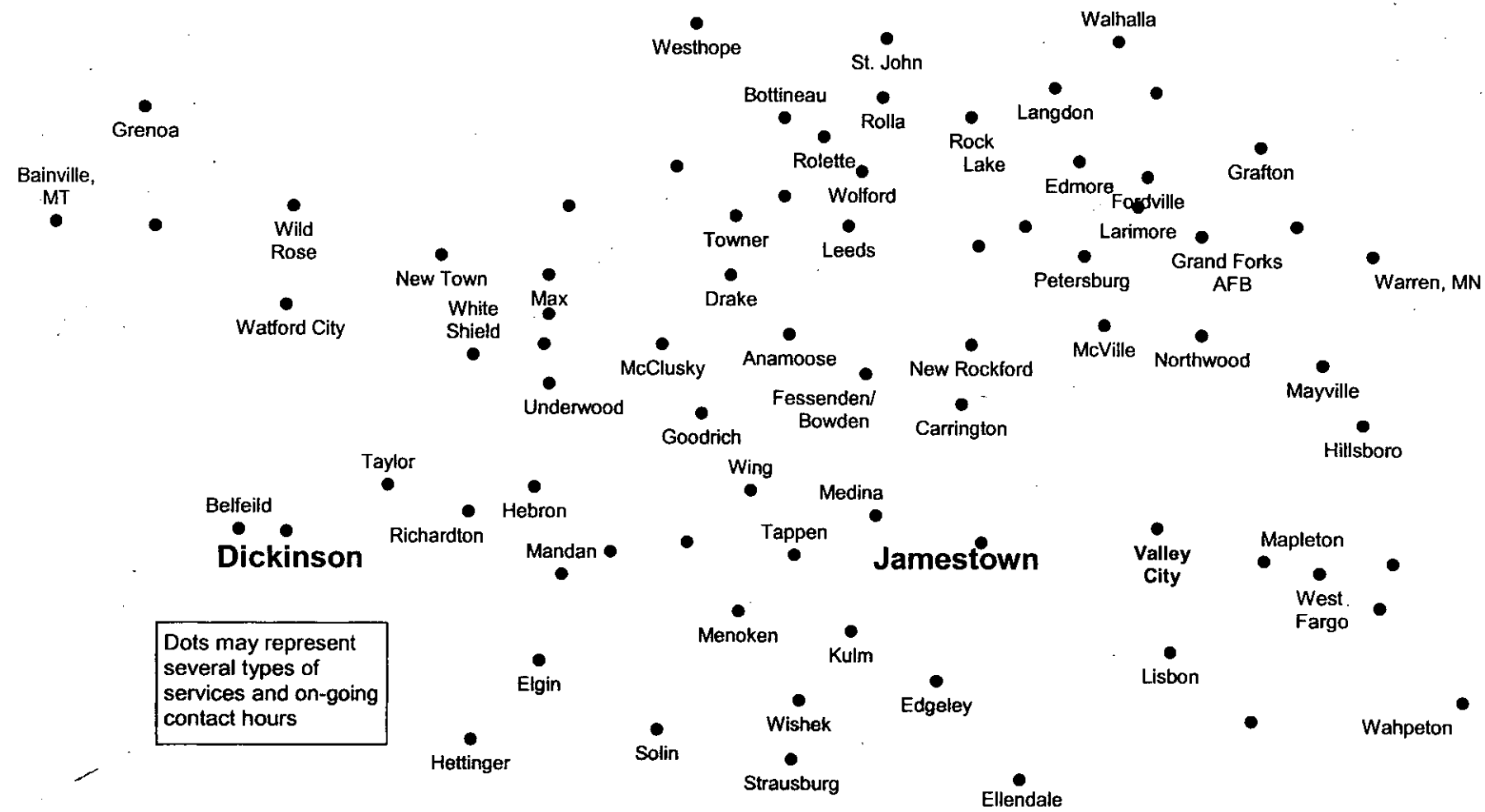
North Dakota School for the Deaf



A Resource Center on Hearing Loss

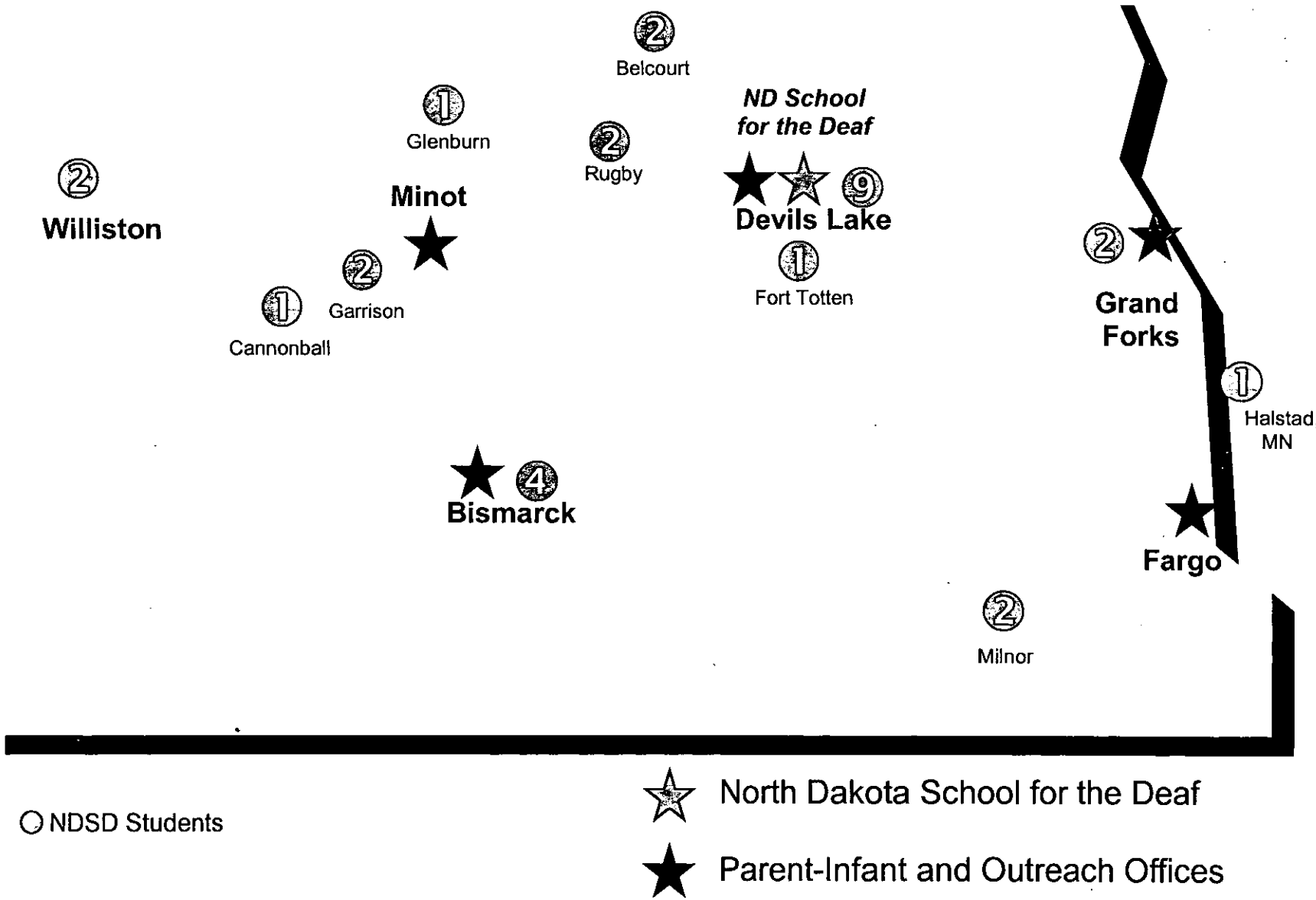
2007-2008

Geographical Distribution of Services



● Individual areas impacted by NDSD services

(Parent-Infant Program, Direct Services, Adult Services, Consultations, Captioning, Interpreting, Workshops, In-Services, etc.)

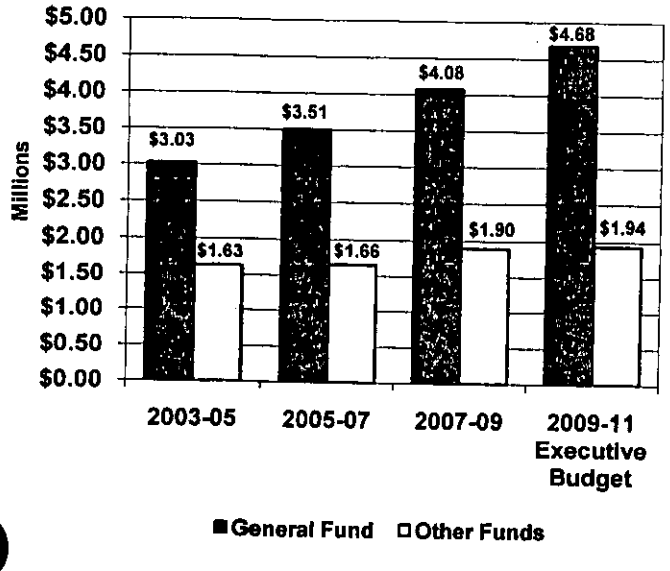

2
Belcourt
1
Glenburn
ND School
for the Deaf
2
Rugby
2
Williston
Minot
9
Devils Lake
2
Garrison
1
Fort Totten
1
Cannonball
2
Grand
Forks
1
Halstad,
MN
4
Bismarck
Fargo
2
Milnor
NDSD Students
North Dakota School for the Deaf
Parent-Infant and Outreach Offices

Department 250 - State Library
House Bill No. 1013

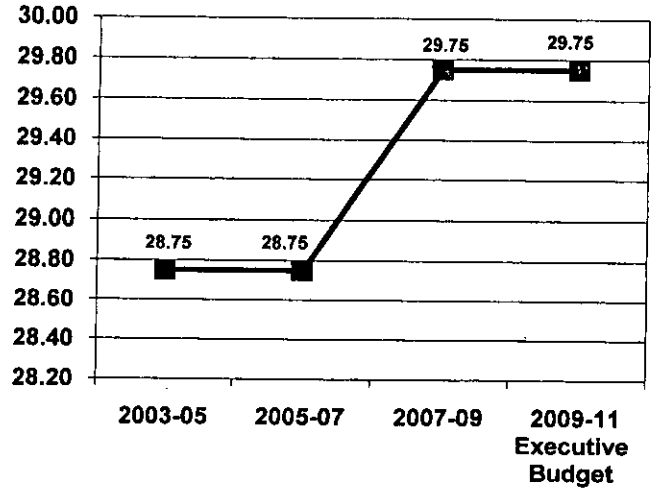
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	29.75	$4,680,390	$1,939,695	$6,620,085
2007-09 Legislative Appropriations	29.75	4,078,187	1,898,325	5,976,512[1]
Increase (Decrease)	0.00	$602,203	$41,370	$643,573

[1]The 2007-09 appropriation amounts include $117,746, $100,674 of which is from the general fund, for the agency's share of the $10 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for classified employees.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$4,680,390	$0	$4,680,390
2007-09 Legislative Appropriations	4,078,187	0	4,078,187
Increase (Decrease)	$602,203	$0	$602,203

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Increases fees - professional services expense to provide total online library resources funding to $320,000	$120,000		$120,000
2. Increases state aid to public libraries to provide a total of $1,300,000	$100,000		$100,000
3. Decreases supply/material - professional expense to provide a total of $225,000	($25,000)		($25,000)
4. Decreases fees - professional services expense to provide a total of $677,573	($90,199)		($90,199)
5. Provides funding to address salary equity issues, including $4,344, of which $3,779 is from the general fund, for the related second-year salary increase	$79,362	$11,859	$91,221

Other Sections in Bill

State aid to public libraries - Section 12 provides that, of the $1,300,000 provided for aid to public libraries, no more than one-half is to be expended during the fiscal year ending June 30, 2010.

Continuing Appropriations

No continuing appropriations for this agency.

Major Related Legislation

At this time, no major legislation has been introduced affecting this agency.

Attachment # 17

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
January 20, 2009
Doris Ott, State Librarian
North Dakota State Library
(701) 328-2492

Mister Chairman and Members of the Committee:

My name is Doris Ott and I am the State Librarian of North Dakota. I am here today in support of HB 1013, the 2009-2011 appropriation for the North Dakota State Library. I would like to focus on how libraries are reaching new populations in new ways and how their presence in the community is growing. First, I would like to say the time honored and traditional role of the library is intact. We remain a resource and repository of the printed word. I believe reading and lending books will continue to be a fundamental role of libraries. And at the same time, we are ever changing and have made major changes in accessibility and delivery of library services, such as creating a statewide online library catalog, providing Online Library Resources, and providing remote access from any computer with an Internet connection. Now, let us open the door of today's library and see the many ways they serve our communities.

Every day across the country, knowledgeable librarians provide

diverse populations with a broad range of services for people of all ages and all backgrounds, regardless of income, education, age, or physical ability. You can remain anonymous if you wish to, we only ask that you apply for a library card if you choose to borrow from a library.

Libraries in North Dakota, like libraries nationwide exist to serve. The mission of every library regardless of type or location is the same: to meet the information and educational needs of the people they serve. And libraries serve the community throughout the life cycle – from birth through the end of life.

Libraries are often the first opportunity a child has to interact with books. If we expect our students to achieve high levels, we must start them off early and start them off right. Strong libraries play a vital role in this early learning process. A popular children's event is the Summer Reading Program which is now more than one hundred years old.

Across the United States numerous studies have shown that students in schools with strong library programs and trained librarians learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries.

The skills needed to function successfully in a 21st Century global workforce have gone beyond reading. Business leaders are concerned that

too many workers are entering the workforce without information literacy skills – those skills needed to find, retrieve, analyze and use information. These are the skills that equip workers with the ability to think critically and work proficiently. Who better to teach information literacy than librarians, the information experts?

Some of the major skills that school library media specialists teach are the techniques and methods for locating and answering curriculum needs through critical thinking. Using the library's many and varied resources, school librarians also teach students how to work collaboratively, which, combined with the information literacy skills, is ideal for ensuring college readiness and success in the workforce.

In order to teach the techniques and methods, school librarians need face-to-face time with the students. Every school needs a librarian that has the necessary time to perform those tasks.

While computer use has increased substantially, many North Dakota households do not have home computers or home Internet access. Nationwide 73% of all public libraries report that they are the only provider of free Internet access in their communities. In rural areas, the role of the library is even more critical.

A Pew Foundation study on how Americans search for information

was released in December 2007. The study showed people who used the Internet were more likely to use the library than people who do not use the Internet. This was true regardless of income. This study refutes the supposition by some that the Internet will make libraries obsolete. This study also revealed new information on who is using our libraries. Traditionally, the profile of the public library user was a middle-aged female but this study shows a dramatic shift in that profile to young people ages 18 to 30. This shift indicates two realities about today's libraries:

- libraries are successful in offering technology that attracts younger users.
- it charges libraries with keeping pace with emerging technologies to continue to support the information needs of young adults as they grow into adulthood.

North Dakota libraries offer three major access programs:

- a statewide online library catalog
- Online Library Resources
- a link to resources worldwide through WorldCat.

Libraries use technology to link communities such as the statewide online library catalog which currently links 171 North Dakota library catalogs. It

provides every North Dakotan the ability to search these libraries through the Internet and borrow material from libraries throughout North Dakota.

The Online Library Resources allows 24/7 access to authoritative resources for children, students, and adults through their school or public library or remotely through North Dakota libraries' websites, including the North Dakota State Library's website. The Online Library Resources provide access to journals, magazines, newspapers, auto repair resources, health information, pros and cons of today's hottest social issues, geneology information, and homework help for students and parents.

Through WorldCat, the State Library provides access for all North Dakota citizens to an international library catalog of over 110 million items. The database provides the next level of accessibility by enabling North Dakota librarians to borrow materials from libraries throughout the United States.

Many public libraries play a role in the business community providing specialized services, complete with unique business collections that meet the needs of North Dakota businesses. For many small businesses, the library is the source for research and a specially trained and experienced staff they could not otherwise afford. For example, one day the State Library received a request from a business person for "all the possible uses of chokecherries."

Some use the public library as their office while getting their business plans in place.

The library plays an even more important role as Americans are facing tough economic times. Library usage is up ten percent from the last economic downturn in 2001. Borrowing, rather than buying, one hardback book from the library saves enough to fill a gas tank.

The fact that library attendance has increased is not a surprise. Studies from generation to generation have shown that in times of economic downturn, libraries become busier.

Across the nation, the role of the library has emerged as both a place to obtain resources and a place to engage with the people in their community. Libraries are becoming better at identifying and meeting the changing needs of their communities, and are becoming the information and social center of the community. The effort shows as more people are visiting and using libraries than ever before.

North Dakota State Library Base Budget

Mission: Provide access to information for North Dakota

The North Dakota State Library (NDSL) serves, and intends to continue to serve, the information needs of North Dakota's citizens and

libraries by providing service to all of North Dakota's libraries and by providing accessible quality library services to all North Dakotans.

The State Library plays a leadership role to libraries and local government by facilitating and coordinating statewide services and new ideas, and by being a catalyst for the use of new technology in the delivery of information. The North Dakota State Library's vision is to lead the way in information opportunities by serving as a leader in the library and information field, developing access to information, and providing library and information services statewide.

Informing citizens about the library services that are available across the state is a priority of the North Dakota State Library and its staff. The State Library strives to provide technical support and information to librarians and libraries about funding, technology, grants, and services available.

The State Library's role is ever changing. More and more patrons are taking advantage of remote access.

Services presently offered as part of the State Library's base budget include:

- serving libraries and local government by facilitating and coordinating statewide services and new ideas, and by being a

catalyst for the use of new technology in the delivery of information;

- providing technical support and information to librarians and libraries about funding, technology, grants, and services available;
- serving as the library for North Dakota residents who do not have a local public library and functioning as a backup interlibrary loan and reference center for North Dakota libraries;
- serving state government by offering state employees reference service, interlibrary loan service, and training;
- providing training for librarians, teachers, students, state employees, and citizens in using the Online Library Resources and the statewide online library catalog;
- providing workshops and continuing education opportunities—for librarians, library board members, teachers, educators, and citizens—which are delivered in multiple locations throughout the state;
- providing cataloging services to fifty-six (56) libraries across North Dakota to add their library catalogs to WorldCat with the overall goal of connecting libraries and making their collections

available to the citizens of North Dakota via interlibrary loan;

- keeping technologically up-to-date because of a constant demand for more and more online information;
- providing technical assistance to librarians in all areas of librarianship;
- coordinating the sharing of books and other library material by providing library material to resource-poor libraries and towns across North Dakota; and ensuring that materials, whether located in the state or out-of-state, are accessible to every North Dakotan;
- providing talking books and a radio reading service to thousands of visually and learning impaired citizens;
- ensuring that state publications intended for the citizens of the state are collected and cataloged through the State Document Depository Program; making the publications accessible through the Online North Dakota Information Network (ODIN); and ensuring that state documents published only in electronic form are retrievable, stored, and cataloged;
- cataloging and maintaining the internal collections of state agencies which makes the collections accessible to all North

Dakota citizens;

- providing State Aid to Public Libraries continues to be a critical program for North Dakota public libraries; it is an important part of the State Library's budget; and it provides funding for materials and technology for public libraries;
- providing Library Vision 2010 grants to connect public, school, academic, and special libraries to the statewide online library catalog giving librarians and citizens access to library catalogs seven days a week and twenty-four hours per day; providing interlibrary loan capability to participating libraries; and providing Library Vision 2010 funds to school and public libraries for Internet access grants (Attachment A lists the grant awards in 2005-2007 utilizing Library Vision 2010 and Library Services and Technology Act funds).

I'd like to share a quote with you from a school librarian whose library is part of the statewide library catalog. "I often borrow videos and books for my classes through ILL (interlibrary loan) to expose my students to a wider variety of information than what is available in their textbooks. I have teachers that borrow books for lesson plans through ILL. Many students borrow through ILL for research materials for classes and speeches,

as well as for personal use. Another instance would be students using the magazine databases for research in classes."

Without qualified, trained, and dedicated staff, none of the before-mentioned services would be possible. The number of librarians retiring or leaving the profession is exceeding the number of people graduating from programs of library and information studies. Recruiting professional librarians is a difficult job for the State Library, and training is a costly process.

The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principle applies to recruiting and training new employees versus retaining existing staff.

Like the farmer in the Goose and the Golden Egg, we often emphasize short-term results (golden eggs) at the expense of long-term prosperity (the goose). If you forget to feed the golden goose, it stops producing golden eggs. I cannot emphasize enough how important it is that we adequately compensate the employees we already have. If North Dakota plans to produce golden eggs, the goose needs to be fed.

Optional Budget Items

State Aid to Public Libraries

The proposed executive budget recommends an increase of $100,000 for State Aid to Public Libraries. There are librarians here today who will offer testimony in support of an additional $200,000, for a total of $300,000. ($300,000 was the total amount in the optional budget submitted to the Office of Management and Budget)

Local public libraries serve as important links to the community. They assist with job creation and training programs, as well as assisting with business development initiatives. For many, the library provides resources and assistance citizens could not otherwise access or afford.

Seattle's "Starbucks on every corner" idea is successful because neighbors want a place to meet. Likewise, public libraries provide persons in the community with a place to gather. The public library is the place in all communities that is a primary resource for those seeking employment, considering a career change, and seeking information. North Dakotans visited their public libraries 2,299,725 times in 2007 compared to 2,269,126 times in 2005, an increase of over 30,000 visits.

In a knowledge-based economy, educated and skilled people provide the principle competitive edge. Those people are not simply reporting to

work each day and doing what is laid out for them. Instead they are asking why, questioning procedures, and developing new methods. Change requires information—information that public libraries can supply.

Most owners of a small business have, at one time or another, used the library to learn about a product or service that they might be able to sell or offer. Business reference services in libraries provide a valuable resource to business people and other professionals. In recent years, as the office/home business has proliferated, the library has become a place where people who cannot afford to rent office space or set up a home office conduct their work. The library offers work space and provides access to office equipment, computers, photocopiers, and other resources. This is really nothing new. What is new is the number of people who view the library as their office. For a business start-up, the public library becomes the first step toward economic success for the cash-strapped entrepreneur.

Why should libraries get tax dollars when there are such needs for health care, criminal justice, jobs, police, and fire protection? Libraries are part of the solution to many of these problems.

These funds would strengthen North Dakota's public libraries as they work to strengthen North Dakota to compete in the expanding global market.

Online Library Resources

The proposed executive budget recommends an increase of $120,000 for Online Library Resources. There are librarians here today who will offer testimony addressing the need for adding an additional $80,000, for a total of $200,000. ($200,000 was the total amount in the optional budget submitted to the Office of Management and Budget)

People expect information to be delivered to them and have access to information wherever they are. The Online Library Resources fill that need. Any North Dakotan with a library card can access the Resources from any place that has an Internet connection.

Participating North Dakota libraries are continuing to purchase and finance three online packages—Gale Group (resources for children), EBSCO (magazines, journals, and reference sources), and ProQuest (newspapers). Through these three packages, librarians, students, and individual citizens have direct, online access via the Internet to thousands of magazines, newspapers, and reference sources.

Three additional Online Library Resources have been purchased since FY 2006 with state dollars. They are: Health and Wellness (medical resource written in non-technical language), Opposing Viewpoints (resource

giving both sides of thousands of issues), and Ancestry Library Edition (genealogy resource).

We can't afford duplication of resources that can be shared. There is a great economy of scale if the Online Library Resources are purchased via a statewide contract and a partnership with South Dakota and Minnesota. The Online Library Resources are delivered to every North Dakota citizen that wishes to use them and are used by citizens, students, faculty, and librarians. By using state dollars, it "levels the playing field"; it is a step toward diminishing the digital divide.

There is a connection between what education is trying to do, and what libraries are doing. The North Dakota Online Library Resources contract includes providing these resources to schools. School libraries are classrooms in which students and teachers learn through reading, using print, and Online Library Resources. School libraries are places in which students are instructed by school librarians to use recorded knowledge efficiently, effectively, and ethically. Students receive information for projects and reports with the goal of developing lifelong learning and literacy skills and strategies. Our schools could not begin to individually purchase the resources that are available to them by participating in the joint purchasing venture used to purchase the Online Library Resources.

The Online Library Resources are indexed so desired information can be located in a matter of minutes. Locating the information at random on the Internet, without Online Library Resources, is much more time consuming because you need to search individual Web sites. The Online Library Resources save time, are accurate, and can be accessed twenty-four hours per day, seven days a week from any computer with Internet access.

North Dakota has invested heavily in its technology infrastructure. Online Library Resources provide the "content" for our technology infrastructure.

You may be asking, "Why not use Google instead?" Google's major users are advertisers. Libraries work with learners and researchers not advertisers. Accuracy of information is vital and is guaranteed with the Online Library Resources because editors check information for accuracy. Google gives the most popular answer—the most popular answer is not always right. If you want information "to go," Google it. If you want quality information from trained professionals, visit your library either in person or online. Google will give you a million answers to any inquiry—a librarian will give you one. Google is like getting a drink out of a fire hose—using the library is like getting a drink from the kitchen faucet. The information received from a library comes in much more manageable gulps.

Librarians want patrons to use our services, to drive us crazy with questions, to access our Online Library Resources and check out our materials, and keep us busy from morning to night, and even better, to be able to keep accessing and using our services long after we have locked up the building and gone home.

North Dakotans are using the Online Library Resources heavily and are clamoring for more, demonstrated by their usage of 5,450,702 searches between July 2006 and June 2008, compared to over 3 million between July 2004 and June 2006 – an increase of eighty-two (82) percent. The Online Library Resources are available to you and your family as well as for every North Dakota resident. In case you do not have a library card from a North Dakota library, you should have received a North Dakota State Library card that will enable you to access these valuable resources. We also offer training sessions should you be interested in learning how to search more effectively.

Appreciation of Support

Thank you for this opportunity to share with you the traditional and emerging roles of libraries and their dedication in meeting the needs of our communities. The funding invested in libraries is a wise investment because

all aspects of the community benefit. Libraries support the development and care of young children and families, support formal education and strengthen local economies. Libraries add richness and quality to the lives of adults, senior citizens, and special populations. Libraries satisfy the curiosities of the lifelong learner throughout life. Learning begins at the library.

An investment in libraries is an investment in communities. An investment in the North Dakota State Library is an investment in North Dakota.

Thank you for the support you have given the North Dakota State Library in the past and for your consideration today. I would be pleased to answer any questions.

ATTACHMENT A

NORTH DAKOT STATE LIBRARY
Library Vision 2010 (LV2010) and Library Services and Technology Act (LSTA)
Grants awarded 2005/2007

November 2005

$ 1,400 Bowman Public Library
$ 7,000 Carrington Public Library
$ 5,964 Devils Lake -Lake Region Public Library
$ 1,138 Edgeley Public Library
$ 1,753 Enderlin Public Library
$ 2,400 Minot Public Library
$ 2,550 Minot Public Library
$ 5,650 Minot Public Library
$10,190 Velva School and Public Library

August 2006

$ 500 Beulah Public Library
$ 6,000 Bismarck Veterans Memorial Public Library
$ 1,800 Burlington-Des Lacs Elementary School Library
$35,493 Carrington Public Library
$66,308 Divide County Public Library
$ 1,900 Dunn Center Public Library
$ 1,900 Enderlin Public Library
$ 3,300 Fessenden-Bowdon School Library
$ 1,598 Hankinson School Library
$ 1,320 Hazen Public Library
$ 2,398 Heart of America Public Library – Rugby
$ 4,456 Hebron Public Library
$ 4,288 Leach Public Library-Wahpeton
$ 3,255 Linton School Library
$ 1,400 Lisbon Public Library
$ 809 Mandan – Custer School Library
$ 809 Mandan – Fort Lincoln School Library
$ 809 Mandan – Lewis & Clark School Library
$ 809 Mandan – Mary Stark School Library
$ 809 Mandan - Roosevelt School Library
$ 1,218 Mandan Senior High School Library
$ 7,650 Maple Valley School Library – Buffalo
$ 1,850 Margaret Fraase Public Library – Buffalo
$ 6,064 Max Public Library
$ 6,647 Max School Library
$ 3,300 Midway School Library – Inkster
$ 3,600 Midway School Library – Inskter

$ 3,300	Mohall School Library
$ 3,380	Surrey School Library
$ 1,380	Turtle Lake Public Library
$13,367	Turtle Lake Public Library
$ 2,850	Underwood School Library
$ 8,260	Underwood School Library
$ 1,554	Ward County Public Library
$12,649	Washburn Public Library
$ 1,400	West Fargo Public Library
$45,657	Wishek School and Public Library

HB 1013 January 20, 2009
attachment #15

Testimony
HB 1013
January 20, 2009

Good morning. My name is Phyllis Bratton and I am the Director of Raugust Library, Jamestown College. Today, however, I am speaking to you in my capacity as President of the North Dakota Library Association.

The members of the North Dakota Library Association represent North Dakota citizens in every walk of life, from pre-readers to great-grandparents. We work in many different kinds of libraries – school, public, academic, medical, law, prison, and archives. Every user can find a library or collection which focuses on his or her interests because of the dedicated work of generations of librarians who have built these resources and the concern for funding them which has been shown by legislators and others over many years.

We have an extremely inter-dependent network for helping each other through borrowing and lending materials. Any aid to any library strengthens the whole system of libraries throughout North Dakota.

State Aid to Public Libraries plays a vital part in keeping this network strong. As a former board member of the Alfred Dickey Public Library in Jamestown, I have seen first hand the difference that state funding can make in the ability of a public library to do its job well. State Aid allows librarians to purchase books and audio/visual materials, maintain hours and services, assist genealogists and historians with their research, help children, teenagers, and young adults with their school work, and support local businesses as they develop. In these times of increasing economic turmoil, libraries also provide the means for continuing education for those who are looking to better themselves, and a source of connection to the outside world through internet access that they might not be able to afford on their own.

As an academic librarian, I have also seen the value of the online databases provided through the State Library on the research capacities of our students. Many of the databases have provided resources to students on a 24/7 basis which would not have been possible without state support. Our students are better prepared to enter the workplace not only because they have found and used these resources, but also because they have learned how to conduct research by asking questions and evaluating the answers. They have become life-long learners, which is the main goal of the current push for information literacy.

I urge the legislature to support full funding of the State Library's budget and the additional requests for extended grants. These monies are truly investments in our communities and our children, and will benefit North Dakotans for years into the future.

Thank you.

Date: February 26, 2009

To: Senate Appropriations Committee same given to House

By: Kelly Steckler
Legislative Chair, North Dakota Library Association
Director, Morton Mandan Public Library (serving Mandan and Morton County)

Re: HB1013

Mr. Chairman and Members of the Committee:

My name is Kelly Steckler and I am the Legislative Chair for the North Dakota Library Association (NDLA). I am also the Director of the Morton Mandan Public Library, a recently merged city / county library in Mandan. I am here to testify on the importance of funding for **HB1013**, the State Library bill which includes funding for the State Aid for Public Libraries, along with online databases.

While we appreciate the governor's additional inclusion of dollars for both of these programs, NDLA advocates full funding of $1.5 m for State Aid and $200,000 for online resources.

Over 2.3 million people visited ND libraries in 2007. State aid dollars directly affect all of these users whether they visit the library to use the internet, attend story times, check out new materials, DVDs, or use online databases. These items are used across the state and are delivered within our network by a courier system. All of these items and courier systems cost money and State Aid dollars are instrumental in offsetting these projects.

Online databases are used by academics, special libraries and public libraries across the state. Access to quality information is critical to the development of new knowledge. This authoritative knowledge acquired by students and patrons leads to intellectual and economic growth.

Thank you for your consideration on full funding of HB1013.

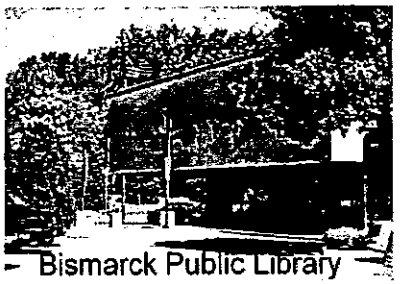
HB 1013 January 20, 2009
attachment #19b

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Bismarck Public Library



Raugust Library at
Jamestown College

Quotable Facts About North Dakota Libraries



Morton Mandan
Public Library



Minot Public Library
Children's Dept.



Lake Region Public Library
at Devils Lake



Bowman County Public
Library Storytime

North Dakota Libraries

- North Dakota Libraries shared 135,470 books through interlibrary loans from July 2007 through June 2008.

Did you know...

More than twice as many people visited North Dakota public libraries (2.3 million) than traveled through North Dakota airports (990,614) in 2007.



Tioga High School Library

School Libraries

- 294 school librarians teach students in North Dakota's K-12 school libraries.
- North Dakota has a total of 380 school libraries.



Chester Fritz Library
at University of North Dakota

Academic Libraries

- Academic libraries continue to gear resources to both on campus students and an increasing number of online students.
- Access to quality information is critical to the development of new knowledge, which leads to new inventions, businesses, economic growth and quality of life. North Dakota academic libraries are a critical component in this development process. They identify, acquire and make available the information needed for intellectual and economic growth.

There are academic libraries serving 21 colleges and universities in North Dakota...many serving multiple sites on campuses throughout the state.

Underwood Public Library
Teen Book Club



Public Libraries

- North Dakota has 93 public library locations.
- There are 220 full-time equivalent staff positions at public libraries across the state, including 31 ALA/MLS professionals.
- Public librarians assisted patrons with 395,700 questions in 2007.

The North Dakota Talking Book Library sends an average of 1,500 talking books (audio books) to its patrons per week. That's nearly 78,000 per year!



West Fargo Public Library
Computer Class



North Dakota State Library

- The North Dakota State Library facilitates 34,000 interlibrary loans annually.
- Staff at the North Dakota State Library train over 500 librarians, trustees, and citizens in the use of the statewide catalog and Online Library Resources.
- The North Dakota State Library awards and distributes $800,000 in state and federal grant dollars to public and school libraries statewide.



Hazen Public Library kids with new books from Libri Grant

HB1013 attachment #25
January 20, 2009

LEACH PUBLIC LIBRARY
417 2N AVE N
WAHPETON ND 58075

Mr. Chairman & Members of the Committee

My name is Bonnie MacIver and I am the Director at the Leach Public Library in Wahpeton. I am also the President of the North Dakota Library Coordinating Council.

I am before you today to speak on behalf of the Public Libraries in North Dakota relating to the Governor's budget particularly the State Aid to Public Libraries and the Online Library Resources.

The online resources have become an important service to public libraries in that more factual information is available to all people. As you know, the World Wide Web contains a vast amount of information but such information has been found not always to be accurate. That is not the case with the online resources available through the libraries; these resources have been created by companies that back the accuracy of them. These online resources are available to all residents of North Dakota.

To give you a few examples from my library, I would like to start with the Health and Wellness Resource Center. It is hard to keep books up to date with prescription drugs and especially different cancer treatments. When we have patrons coming in for information, they usually have just come from the clinic across the street and need information immediately. This site is helpful for them to be able to read current journals or find about a drug the doctor has recommended.

Another resource that has just become available is the Auto Repair Reference Center. This resource has taken over the Chilton's books that libraries have had available before. Now the patron can either come in and search the Auto Repair and copy the material needed or can sit at their home computer and log on to Odin with their library card and find the information needed. In the short time this resource has been available; it has become one of the most popular ones in our library.

When giving computer classes to our senior patrons, the staff has been introducing the data bases to the classes and the one that has been popular to them beside the Health and Wellness is the ProQuest Newspapers & Data bases. It opens a whole new information world to them.

These are just a few of the data bases that are popular in our library, but the one that my staff and I find the most helpful is the Ancestry Plus. The public library is where most people will start when they are looking for histories of their families and we get many requests for obituaries. Unfortunately, our local newspaper is not indexed; therefore, it makes it hard and tedious to find obituaries, especially in the early 1900's. For that reason we turn to the Ancestry Plus data base and have been able to find dates and then go to the newspapers. Without this data base, it would make it impossible for us to be able to help patrons, especially when we have had emails from Sweden, Germany and across the US for such requests.

As you can tell, I am a supporter of these data bases; for that reason I ask you to continue to fund these resources and to fund the additional money requested by the State Library so that we can continue to add new ones.

The other item that is very important to me and my fellow public librarians is the State Aid to Public Libraries. In the Governor's budget, he included $100,000 of the additional $300,000 requested by the State Library for state aid. I ask that you consider these amounts when you are considering the Governor's Budget.

North Dakota consists of mostly small libraries and with the demands of the public it is hard for these libraries to be able to survive. In the present time with demands for technology, the increase of cost of materials, the increase of postage for inter-library loan as well as upkeep of the library building, it is hard to be able to maintain our budgets and as a result, the libraries cannot give adequate service the patrons expect them to. Most cities are not in position to fully fund libraries without the revenue that come from the State and no matter the size of the City or library, it can be an important asset to the community. So again I ask that you consider the State Library request for additional funding for State Aid to Public Libraries.

I thank you for letting me testify before you today.

Bonnie MacIver
bonnie.leachplib@midconetwork.com

HB 1013 Attachment H 26
January 20, 2009

January 19, 2009

House Committee hearing for HB1013
Department of Public Instruction

Committee Members,

I'd like to write in support of the State Library's budget. The State Library funds support information services to a very broad range of state residents. Students to seniors are served through the available access to local and state-wide cataloged records with the ability to request material through the Library's coordination of interlibrary loan services. Online databases for all research levels are provided by the Library's budget for users across the state doing their research from a variety of different types of libraries or from home. From talking books to state documents the State Library provides the infrastructure of connection between the users across the state.

Library Vision 2010 has provided basic support for the additional of school and public library records to the pool of sharable resources. Our collection of health resources is available state-wide through the interlibrary loan services offered through the State Library. Students researching medical topics for papers or speeches will often need to request material from more specialized collections. Community members also search for reliable health information regarding their person health. Access to book collections is matched by the need for access to electronic collections. Funding for electronic resource sharing is most critical in this digital age. Small libraries greatly need the leveraging power the State Library can bring to the purchase of online resources for the diverse constituents we server across the state.

Having visited a number of libraries that have received State Library funding I have been most impressed by the use being made of the information access that has been

provided and the needs that still exists. Please lend your support to the State Library budget and I hope you will recommend the additional $100,000 request for funds for State Aid to Public Libraries and $120,000 for online library resources. Public libraries face increasing demands on their services during times of national economic stress. Online resources allow libraries to address the continuing need for electronic academic, business, and health information by today's informed citizen.

Ann Pederson, Altru Medical Library
Special Libraries Representative to the North Dakota Library Coordinating Council

HB 1013 January 20, 2009
Attachment 19a

First of all, I would like to thank you all for realizing the importance that libraries are to a community. From our littlest patrons who are brought to the library weekly for storytime to senior citizens who come to the library having learned how to use email and use it to keep in touch with families and friends, our public libraries are vital to the citizens of North Dakota.

State Aid for Libraries is essential for libraries to survive.

1. Most of the libraries in the state are required to participate in the interlibrary loan program which has greatly increased our postage/courier costs. This is a vital service to our patrons and they have come to expect the service; however, postage fees and packing fees (both man-hours and supplies) have dramatically increased due to the cost of providing the service. The libraries of the Central Dakota Library Network have put together a courier service because of the tremendous amount of interlibrary loans we provide our patrons (just shy of 32,000 interlibrary loans amongst member libraries in 2007) as a cost cutting measure; however, that still costs us nearly $16,000 per year and that is much less costly for member libraries than shipping through the U.S. Postal Service.
2. As technology evolves, libraries need to keep pace with the latest services in order to meet the demand of our patrons. In the past 10 years we have gone from VHS tapes to DVDs, books on audio cassettes to books on CDs to electronic books that can be downloaded to various pieces of equipment such as MP3 players, to books that can be downloaded onto special digital readers, to books on tape that come with their own players. Without State Aid increases, how are libraries to keep up with the ever-changing demands for the newest devices?
3. Internet use is an important service we offer not only to our patrons, but to travelers visiting in the area or just passing through. While the internet service to the individual libraries is paid through the North Dakota State Library's work with e-rate, it still requires libraries to provide the computers, the wiring, the software, and the security features necessary to keep our systems up and running, it also requires libraries to have someone either on staff or have a technician they can call upon who can keep up with the glitches and problems that computers always have. That service is not free...in fact, in most cases can run a budget dry.
4. Patrons have really enjoyed using the online databases for Ancestry.com and the newest online database, the Auto Repair Reference Center. If any of you remember the old Chilton Manuals that weighed about 8 pounds, then you know why librarians and patrons alike are pleased to have this newest database. These online databases are things that only the largest libraries would be able to offer their patrons as the costs are much too high for small and medium-sized libraries.

State Aid helps libraries fund all of these services and many others. The Hazen Public Library urges you to consider the needs of all public libraries and vote yes on HB1013 to fund the ND State Library services including $1.2M for State Aid to Public Libraries, $237,000 for Library Vision 2010, $200,000 for Online Library Resources, reference and interlibrary loan services, training, talking book and radio reading services, and cataloging and state document services and also include the optional package of an additional $100,000 for State Aid to Public Libraries and $120,000 for Online Library Resources.

Respectfully submitted,

Valerie Albrecht, Director, Hazen Public Library

HB 1013 January 20, 2009
attachment # 10a

NORTH DAKOTA
PUBLIC LIBRARY
ANNUAL REPORT OF STATISTICS
JANUARY 2006 through DECEMBER 2006

TABLE OF LIBRARY NAMES

Ashley - Ashley Public Library - Group V
Beach - Golden Valley County Library - Group III
Beulah - Beulah Public Library - Group III
Bismarck - Bismarck Veterans Memorial Public Library - Group I
Bottineau - Bottineau County Library - Group III
Bowman Regional Public Library - Group IV
Buffalo - Margaret Fraase Public Library - Group V
Cando - Cando Community Library - Group IV
Carrington - Carrington City Library - Group III
Casselton - Casselton Public Library - Group IV
Cavalier - Cavalier Public Library - Group IV
Cooperstown - Griggs County Library - Group III
Crosby - Divide County Public Library - Group III
Devils Lake - Lake Region Public Library - Group II
Dickinson - Dickinson Public Library - Group II
Drake - Drake Public Library - Group V
Edgeley - Edgeley Public Library - Group V
Edgeley - South Central Area Library - Group II
Ellendale - Ellendale Public Library - Group IV
Enderlin - Enderlin Municipal Library - Group V
Fargo - Fargo Public Library - Group I
Flasher - Flasher Public Library - Group V
Forman - Forman Public Library - Group V
Fort Yates - Sioux County Library - Group III
Gackle - Gackle Public Library - Group V
Garrison - Garrison Public Library - Group IV
Goodrich - Goodrich Public Library - Group V
Grafton - Carnegie Regional Library - Group II
Grand Forks - Grand Forks Public Library - Group I
Hankinson - Hankinson Public Library - Group IV
Harvey - Harvey Public Library - Group IV
Hatton - Hatton School & Public Library - Group V
Hazen - Hazen Public Library - Group III
Hebron - Hebron Public Library - Group V
Hettinger - Adams County Library - Group III
Jamestown - Alfred Dickey Public Library - Group II
Jamestown - Stutsman County Library - Group III
Killdeer - Killdeer School & Public Library - Group V
Kindred - Kindred Public Library - Group V
Lakota - Lakota City Library - Group V
LaMoure - LaMoure School & Public Library - Group V
Langdon - Cavalier County Library - Group III
Larimore - Edna Ralston Public Library - Group IV
Leeds - Leeds Public Library - Group V
Leonard - Watts Free Library - Group V
Lidgerwood - Lidgerwood City Library - Group V
Linton - Harry L. Petrie Public Library - Group IV
Lisbon - Lisbon Public Library - Group III
Maddock - Maddock Community Library - Group V
Mandan - Mandan Public Library - Group II
Mandan - Morton County Public Library - Group II
Max - Max Community Library - Group V
Mayville - Mayville Public Library - Group IV
Milnor - Satre Memorial Library - Group V
Minnewaukan - Minnewaukan Public Library - Group V
Minot - Minot Public Library - Group I
Minot - Ward County Public Library - Group II
Mohall - Mohall Public Library - Group V
Mott - Mott Public Library - Group V
New England - New England Public Library - Group V
New Rockford - New Rockford Public Library - Group IV
New Town - New Town Public Library - Group IV
Oakes - Oakes School & Public Library - Group IV
Park River - Park River School & Public Library - Group IV
Parshall - Parshall Public Library - Group V
Pembina - Pembina School & Public Library - Group V
Riverdale - McLean-Mercer Regional Library - Group II
Rolla - Rolla Public Library - Group IV
Rugby - Heart of America Library - Group III
Stanley - Linson Memorial Library - Group IV
Stanton - Stanton Public Library - Group V
Steele - Kidder County Library - Group III
Turtle Lake - Turtle Lake Public Library - Group V
Underwood - Underwood Public Library - Group V
Valley City - Valley City Barnes County Public Library - Group II
Velva - Velva School & Public Library - Group IV
Wahpeton - Leach Public Library - Group II
Walhalla - Walhalla Public Library - Group IV
Washburn - Washburn Public Library - Group IV
Watford City - McKenzie County Public Library - Group III
West Fargo - West Fargo Public Library - Group II
Williston - Williston Community Library - Group II
Wishek - Wishek School & Public Library - Group IV

Tom Jones
1-20-09

2006 Public Library Statistics Statewide Totals

	SERVICE AREA	BOOKMOBILES	ALA-MLS	LIBRARIAN	OTHER	TOTAL EMPLOYEES
Group I - 30,000 and Over	262,691	1	22.50	36.00	60.50	96.50
Group II - 7,500 to 29,999	208,315	6	5.00	36.54	25.18	61.72
Group III - 2,000 to 7,499	56,053	6	1.00	14.78	10.37	26.14
Group IV - 1,000 to 1,999	32,366	-	-	15.38	4.98	20.36
Group V - 1 to 999	17,954	-	-	10.19	1.21	11.40
TOTALS	577,379	13	28.50	112.89	102.23	216.11

	INCOME					INCOME
	LOCAL	STATE	FEDERAL	OTHER	TOTAL	PER CAP.
Group I - 30,000 and Over	5,472,544	263,605	600	619,949	6,356,698	24.20
Group II - 7,500 to 29,999	2,557,145	182,874	3,105	283,741	3,026,865	14.53
Group III - 2,000 to 7,499	743,052	128,345	-	120,435	991,832	17.69
Group IV - 1,000 to 1,999	280,298	14,758	-	228,945	524,001	16.19
Group V - 1 to 999	134,618	7,953	-	121,144	263,715	15.74
TOTALS	9,187,657	597,535	3,705	1,374,214	11,163,111	17.67

	EXPENSES					EXPENSE	CAPITAL
	WAGES	BENEFITS	COLLECTION	OTHER	TOTAL	PER CAP.	EXPEND.
Group I - 30,000 and Over	3,181,221	795,059	1,180,191	1,197,874	6,354,345	24.19	1,519,935
Group II - 7,500 to 29,999	1,369,185	300,620	443,915	761,900	2,875,620	13.80	27,410
Group III - 2,000 to 7,499	513,562	95,683	146,143	249,479	1,004,867	17.93	38,063
Group IV - 1,000 to 1,999	282,007	28,266	77,517	97,319	485,109	14.99	194,134
Group V - 1 to 999	133,905	4,738	46,595	93,747	278,985	16.65	2,500
TOTALS	5,479,880	1,224,366	1,894,361	2,400,319	10,998,926	17.51	1,782,042

Per Capita totals in this area are averages of the libraries.

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE

February 26, 2009
Doris Ott, State Librarian
North Dakota State Library
(701) 328-2492

Mister Chairman and Members of the Committee:

My name is Doris Ott and I am the State Librarian of North Dakota. I am here today in support of HB 1013, the 2009-2011 appropriation for the North Dakota State Library. I would like to focus on how libraries are reaching new populations in new ways and how their presence in the community is growing. First, I would like to say the time honored and traditional role of the library is intact. We remain a resource and repository of the printed word. And at the same time, we are ever changing. North Dakota libraries have made major changes in accessibility and delivery of library services, such as creating a statewide online library catalog, providing Online Library Resources, and providing remote access from any computer with an Internet connection. Today's library is an active and responsive part of the community and an agent for change. Libraries are significant institutions. They are positioned to build networks that bring together different types of people who otherwise may not share experiences

with each other. The Internet, rather than being the library-killer as some predicted, is drawing people into the library, and keeps them coming back.

Every day across the country, knowledgeable librarians provide diverse populations with a broad range of services for people of all ages and all backgrounds, regardless of income, education, age, or physical ability. You can remain anonymous if you wish to, we only ask that you apply for a library card if you choose to borrow from a library.

Libraries in North Dakota, like libraries nationwide exist to serve. The mission of every library regardless of type or location is the same: to meet the information and educational needs of the people they serve. And libraries serve the community throughout the life cycle – from birth through the end of life.

Libraries are often the first opportunity a child has to interact with books. If we expect our students to achieve high levels, we must start them off early and start them off right. Strong libraries play a vital role in this early learning process. An important children's service is the Summer Reading Program which is now more than one hundred years old.

Across the United States numerous studies have shown that students in schools with strong library programs and trained librarians learn more, get

better grades, and score higher on standardized tests than their peers in schools without libraries.

The skills needed to function successfully in a 21st Century global workforce have gone beyond reading. Business leaders are concerned that too many workers are entering the workforce without information literacy skills – those skills needed to find, retrieve, analyze and use information. These are the skills that equip workers with the ability to think critically and work proficiently. Who better to teach information literacy than librarians, the information experts!

Some of the major skills that school library media specialists teach are the techniques and methods for locating and answering curriculum needs through critical thinking. Using the library's many and varied resources, school librarians also teach students how to work collaboratively, which, combined with the information literacy skills, is ideal for ensuring college readiness and success in the workforce.

In order to teach critical thinking skills, school librarians need face-to-face time with the students. Every school needs a librarian that has the necessary time to perform those tasks.

While computer use has increased substantially, many North Dakota households do not have home computers or home Internet access.

Nationwide 73% of all public libraries report that they are the only provider of free Internet access in their communities. In rural areas, the role of the library is even more critical as 82 percent of libraries are the only free Internet provider.

A Pew Foundation study on how Americans search for information was released in December 2007. The study showed that people who used the Internet were more likely to use the library than people who do not use the Internet. This was true regardless of income. This study refutes the supposition by some that the Internet will make libraries obsolete. This study also revealed new information on who is using our libraries. Traditionally, the profile of the public library user was a middle-aged female, but this study shows a dramatic shift in that profile to young people ages 18 to 30. This shift indicates two realities about today's libraries:

- libraries are successful in offering technology that attracts younger users.
- it charges libraries with keeping pace with emerging technologies to continue to support the information needs of young adults as they grow into adulthood.

North Dakota libraries offer three major access programs:

- a statewide online library catalog

- Online Library Resources
- a link to resources worldwide through WorldCat.

Libraries use technology to link communities via the statewide online library catalog which currently links 171 North Dakota library catalogs. It provides every North Dakotan the ability to search these libraries through the Internet and borrow material from libraries throughout North Dakota.

The Online Library Resources allows 24/7 access to authoritative resources for children, students, and adults through their school or public library or remotely through North Dakota libraries' websites, including the North Dakota State Library's website. The Online Library Resources provide access to journals, magazines, newspapers, auto repair resources, health information, pros and cons of today's hottest social issues, geneology information, and homework help for students and parents.

Through WorldCat, the State Library provides access for all North Dakota citizens to an international library catalog of over 110 million items. The database provides the next level of accessibility by enabling North Dakota librarians to borrow materials that are not available in North Dakota from libraries throughout the United States.

Many public libraries play a role in the business community providing specialized services, complete with unique business collections that meet the

needs of North Dakota businesses. For many small businesses, the library is the source for research and a specially trained and experienced staff they could not otherwise afford. For example, one day the State Library received a request from a business person for "all the possible uses of chokecherries." Some use the public library as their office while getting their business plans in place.

The library plays an even more important role as Americans are facing tough economic times. A 2008 Harris Poll found that the number of adults with public library cards has reached a historic high at 68 percent. Borrowing rather than buying DVD's from the library saves enough to fill a gas tank.

The fact that library attendance has increased is not a surprise. Studies from generation to generation have shown that in times of economic downturn, libraries become busier.

Across the nation, the role of the library has emerged as both a place to obtain resources and a place to engage with the people in their community. Libraries are becoming better at identifying and meeting the changing needs of their communities, and are becoming the information and social center of the community. The effort shows as more people are visiting and using libraries than ever before.

North Dakota State Library Base Budget

Mission: Provide access to information for North Dakota

The North Dakota State Library's vision is to lead the way in information opportunities by serving as a leader in the library and information field, developing access to information, and providing library and information services statewide. The State Library plays a leadership role to libraries and local government by facilitating and coordinating statewide services and new ideas, and by being a catalyst for the use of new technology in the delivery of information. Informing citizens about the library services that are available across the state is a priority of the North Dakota State Library and its staff.

The State Library's role is ever changing. More and more patrons are taking advantage of remote access.

Services presently offered as part of the State Library's base budget include:

- serving libraries and local government by facilitating and coordinating statewide services and new ideas, and by being a catalyst for the use of new technology in the delivery of information;
- providing technical support and information to librarians and

libraries about funding, technology, grants, services available, and in all areas of librarianship ;

- serving as the library for North Dakota residents who do not have a local public library and functioning as a backup interlibrary loan and reference center for North Dakota libraries;
- serving state government by offering state employees reference service, interlibrary loan service, and training;
- providing training for librarians, teachers, students, state employees, and citizens in using the Online Library Resources and the statewide online library catalog;
- providing workshops and continuing education opportunities—for librarians, library board members, teachers, educators, and citizens—which are delivered in multiple locations throughout the state;
- providing cataloging services to fifty-six (56) libraries across North Dakota to add their library catalogs to WorldCat with the overall goal of connecting libraries and making their collections available to the citizens of North Dakota via interlibrary loan;
- keeping technologically up-to-date because of a constant demand for more and more online information;

- coordinating the sharing of books and other library material by providing library material to resource-poor libraries and towns across North Dakota; and ensuring that materials, whether located in the state or out-of-state, are accessible to every North Dakotan;
- providing talking books and a radio reading service to thousands of visually and learning impaired citizens;
- ensuring that state publications intended for the citizens of the state are collected and cataloged through the State Document Depository Program; making the publications accessible through the Online North Dakota Information Network (ODIN); and ensuring that state documents published only in electronic form are retrievable, stored, and cataloged;
- cataloging and maintaining the internal collections of state agencies which makes the collections accessible to all North Dakota citizens;
- providing State Aid to Public Libraries continues to be a critical program for North Dakota public libraries; it is an important part of the State Library's budget; and it provides funding for materials and technology for public libraries;

- providing Library Vision 2010 grants to connect public, school, academic, and special libraries to the statewide online library catalog giving librarians and citizens access to library catalogs seven days a week and twenty-four hours per day; providing interlibrary loan capability to participating libraries; and providing Library Vision 2010 funds to school and public libraries for Internet access grants (Attachment A lists the grant awards in 2005-2007 utilizing Library Vision 2010 and Library Services and Technology Act funds).

I'd like to share a quote with you from a school librarian whose library is part of the statewide library catalog. "I often borrow videos and books for my classes through ILL (interlibrary loan) to expose my students to a wider variety of information than what is available in their textbooks. I have teachers that borrow books for lesson plans through ILL. Many students borrow through ILL for research materials for classes and speeches, as well as for personal use. Students use the magazine databases for research in classes."

Without qualified, trained, and dedicated staff, none of the before-mentioned services would be possible. The number of librarians retiring or leaving the profession is exceeding the number of people graduating from

programs of library and information studies. Recruiting professional librarians is a difficult job for the State Library, and training is a costly process.

The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principle applies to recruiting and training new employees versus retaining existing staff.

Like the farmer in the Goose and the Golden Egg, we often emphasize short-term results (golden eggs) at the expense of long-term prosperity (the goose). If you forget to feed the golden goose, it stops producing golden eggs. I cannot emphasize enough how important it is that we adequately compensate the employees we already have. If North Dakota plans to produce golden eggs, the goose needs to be fed.

Optional Budget Items

State Aid to Public Libraries

The proposed executive budget recommended and the House of Representatives voted to include an increase of $100,000 for State Aid to Public Libraries. There are librarians here today who will offer testimony in support of an additional $200,000, for a total of $300,000. ($300,000 was

the total amount in the optional budget submitted to the Office of Management and Budget)

When economic times get tough, the average American family's solution is to get creative. In rethinking their budgets, many families are turning to a familiar place – the public library.

Local public libraries serve as important links to the community. They assist with job creation and training programs, as well as assisting with business development initiatives. For many, the library provides resources and assistance citizens could not otherwise access or afford.

Seattle's "Starbucks on every corner" idea is successful because neighbors want a place to meet. Likewise, public libraries provide persons in the community with a place to gather. The public library is the place in all communities that is a primary resource for those seeking employment, considering a career change, seeking information, and seeking entertainment. North Dakotans visited their public libraries 2,299,725 times in 2007 compared to 2,269,126 times in 2005, an increase of over 30,000 visits.

In a knowledge-based economy, educated and skilled people provide the principle competitive edge. Those people are not simply reporting to work each day and doing what is laid out for them. Instead they are asking

why, questioning procedures, and developing new methods. Change requires information—information that public libraries can supply.

Most owners of a small business have, at one time or another, used the library to learn about a product or service that they might be able to sell or offer. Business reference services in libraries provide a valuable resource to business people and other professionals. In recent years, as the office/home business has proliferated, the library has become a place where people who cannot afford to rent office space or set up a home office conduct their work. The library offers work space and provides access to office equipment, computers, photocopiers, and other resources. This is really nothing new. What is new is the number of people who view the library as their office. For a business start-up, the public library becomes the first step toward economic success for the cash-strapped entrepreneur.

Why should libraries get tax dollars when there are such needs for health care, criminal justice, jobs, police, and fire protection? Because libraries are part of the solution to many of these problems.

These funds would strengthen North Dakota's public libraries as they work to strengthen North Dakota to compete in the expanding global market.

Online Library Resources

The proposed executive budget recommended and the House of Representatives voted to include an increase of $120,000 for Online Library Resources. There are librarians here today who will offer testimony addressing the need for adding an additional $80,000, for a total of $200,000. ($200,000 was the total amount in the optional budget submitted to the Office of Management and Budget)

People expect information to be delivered to them and have access to information wherever they are. The Online Library Resources fill that need. Any North Dakotan with a library card can access the Resources from any place that has an Internet connection.

Participating North Dakota libraries are continuing to purchase and finance three online packages—Gale Group (resources for children), EBSCO (magazines, journals, and reference sources), and ProQuest (newspapers). Through these three packages, librarians, students, and individual citizens have direct, online access via the Internet to thousands of magazines, newspapers, and reference sources.

Three additional Online Library Resources have been purchased since FY 2006 with state dollars. They are: Health and Wellness (medical resource written in non-technical language), Opposing Viewpoints (resource

giving both sides of thousands of issues), and Ancestry Library Edition (genealogy resource).

We can't afford duplication of resources that can be shared. There is a great economy of scale if the Online Library Resources are purchased via a statewide contract and a partnership with South Dakota and Minnesota. The Online Library Resources are delivered to every North Dakota citizen that wishes to use them and are used by citizens, students, faculty, and librarians. By using state dollars, it "levels the playing field"; it is a step toward diminishing the digital divide.

There is a great correlation between what educators are doing, and what libraries do. The North Dakota Online Library Resources contract includes providing these resources to schools. School libraries are classrooms in which students and teachers learn through reading, using print, and Online Library Resources. School libraries are places in which students are instructed by school librarians to use recorded knowledge efficiently, effectively, and ethically. Students receive information for projects and reports with the goal of developing lifelong learning and literacy skills and strategies. Our schools could not begin to individually purchase the resources that are available to them by participating in the joint purchasing venture used to purchase the Online Library Resources.

The Online Library Resources are indexed so desired information can be located in a matter of minutes. Locating the information at random on the Internet, without Online Library Resources, is much more time consuming because you need to search individual Web sites. The Online Library Resources save time, are accurate, and can be accessed twenty-four hours per day, seven days a week from any computer with Internet access.

North Dakota has invested heavily in its technology infrastructure. Online Library Resources provide the "content" for our technology infrastructure.

You may be asking, "Why not use Google instead?" Google's major users are advertisers. Libraries work with learners and researchers not advertisers. Accuracy of information is vital and is guaranteed with the Online Library Resources because editors check information for accuracy. Google gives the most popular answer—the most popular answer is not always right. If you want quality information from trained professionals, visit your library either in person or online. Google will give you a million answers to any inquiry—a librarian will give you one. Google is like getting a drink out of a fire hose—using the library is like getting a drink from the kitchen faucet. The information received from a library comes in much more manageable gulps.

Librarians want patrons to use our services, to drive us crazy with questions, to access our Online Library Resources and check out our materials, and keep us busy from morning to night, and even better, to be able to keep accessing and using our services long after we have locked up the building and gone home.

North Dakotans are using the Online Library Resources heavily and are clamoring for more, demonstrated by their usage of 5,450,702 searches between July 2006 and June 2008, compared to over 3 million between July 2004 and June 2006 – an increase of eighty-two (82) percent. The Online Library Resources are available to you and your family as well as for every North Dakota resident. In case you do not have a library card from a North Dakota library, you should have received a North Dakota State Library card that will enable you to access these valuable resources. We also offer training sessions should you be interested in learning how to search more effectively.

Appreciation of Support

Thank you for this opportunity to share with you the traditional and emerging role of libraries. As our country faces the uncertainty of our times, the library is one constant that all Americans, regardless of age or economic

status can count on. It is important that North Dakota libraries serve the needs of students, job seekers, investors, business people, and others in the community who want information.

In his remarks at the signing of the American Recovery and Investment Act, President Barack Obama said, "Because we know America can't out-compete the world tomorrow if our children are being out-educated today, we're making the largest investment in education in our nation's history. It's an investment that will create jobs building 21st century classrooms and libraries and labs for millions of children across America."

North Dakota now has the opportunity to learn from the states that are suffering from the economic recession. As the national economy continues to spiral down, the people's need for library service is steadily increasing; therefore, there is a need for more funding. An investment in libraries is an investment in communities and in North Dakota.

Thank you for the support you have given the North Dakota State Library in the past and for your consideration today. I would be pleased to answer any questions.

See House testimony for attachments

Library

Bismarck Veterans Memorial Public Library

Same testimony given to House

February 26, 2009

To: ND Senate Appropriations Committee

By: Tom Jones, Library Director 355-1482/ t.jones@mail.infolynx.org
Bismarck Veterans Memorial Public Library
(serving Bismarck and Burleigh County)

Mr. Chairman and Members of the Committee:

I urge your support of HB 1013, the State Library bill which includes funding for the State Aid for Public Libraries formula, first enacted in 1979. State Aid has pumped significant dollars into our local library support. The Governor has recommended funding the formula at the 1.3 million level. (The ND Library Association has asked for 1.5 million.)

In Bismarck these dollars are always used for building library collections---- new books (regular and large print), CDs with music and also CDs with "Talking Books", DVDs, and special online resources not otherwise available. The total we currently receive is approximately $66,000 . With 7,000+ library users each week, these state dollars provide significant assistance in purchasing the new materials needed. Not only are the new materials we acquire with state dollars available to Bismarck and Burleigh residents but also they are available directly through our local delivery system to all the libraries and residents in Morton, McLean and Mercer Counties---and then to other libraries throughout the state.

State Aid is extremely important in North Dakota because local support is generally below the national average----which is now over $35 per capita. (the City of Bismarck is about $32; Burleigh County is about $15). State Aid dollars do help us "keep up" with the purchase of needed new resources to meet public demand.

Thank you for consideration.

NORTH DAKOTA PUBLIC LIBRARY STATISTICS

FISCAL YEAR 2007

NORTH DAKOTA STATE LIBRARY

Bismarck, North Dakota 58505-0800

December 2008

Doris Ott
State Librarian

Dr. Wayne G. Sanstead
Superintendent, Department of Public Instruction

John Hoeven
Governor

	INCOME					INCOME
	LOCAL	STATE	FEDERAL	OTHER	TOTAL	PER CAP.
Group I - 30,000 and Over	5,891,101	294,019	600	553,239	6,738,959	25.12
Group II - 7,500 to 29,999	2,796,215	225,880	1,111	357,160	3,380,366	17.21
Group III - 2,000 to 7,499	806,994	116,712	9,200	116,834	1,049,740	18.79
Group IV - 1,000 to 1,999	252,115	17,171	12,649	215,448	497,383	15.42
Group V - 1 to 999	128,828	16,659	1,850	129,685	277,022	16.57
TOTALS	9,875,253	670,441	25,410	1,372,366	11,943,470	18.62

	EXPENSES					EXPENSE	CAPITAL
	WAGES	BENEFITS	COLLECTION	OTHER	TOTAL	PER CAP.	EXPEND.
Group I - 30,000 and Over	3,243,247	907,165	1,227,502	1,232,276	6,610,190	24.64	5,660,483
Group II - 7,500 to 29,999	1,462,295	346,068	481,708	965,135	3,255,206	16.57	98,710
Group III - 2,000 to 7,499	539,036	104,338	147,588	233,453	1,024,415	18.34	24,812
Group IV - 1,000 to 1,999	304,927	35,177	100,186	93,631	533,921	16.55	135,519
Group V - 1 to 999	138,641	6,248	39,769	122,463	307,121	18.37	18,349
TOTALS	5,688,146	1,398,996	1,996,753	2,646,958	11,730,853	18.89	5,937,873

Per Capita totals in this area are averages of the libraries.

February 26, 2009

Senate Appropriation Committee hearing for HB1013
Department of Public Instruction: North Dakota State Library

Senator Ray Holmberg, Chair

I'd like to write in support of HB 1013 which the Governor has recommended and the House has approved. State Library funds support information services to a very broad range of state residents. Students to seniors are served through the available access to local and state-wide cataloged records with the ability to request material through the Library's coordination of interlibrary loan services. Online databases for all research levels are provided by the Library's budget for users across the state doing their research from a variety of different types of libraries or from home. From Talking Books to State Documents the State Library provides the infrastructure of connection between the users across the state.

Library Vision 2010 has provided basic support for the addition of school and public library records to the pool of sharable resources. Our collection of health resources is available state-wide through the interlibrary loan services offered through the State Library. Students researching medical topics for papers or speeches will often need to request material from more specialized collections. Community members also search for reliable health information regarding their person health. Access to book collections is matched by the need for access to electronic collections. Funding for Online Library Resources is most critical in this digital age. Small libraries greatly need the leveraging power the State Library can bring to the purchase of online resources for the diverse constituents we serve across the state.

Having visited a number of libraries that have received State Library funding I have been most impressed by the use being made of the information access that has been provided and the needs that still exists. Please lend your support to the State Library budget and I hope you will recommend the additional $100,000 request for funds for State Aid to Public Libraries and $120,000 for Online Library Resources. Public libraries face increasing demands on their services during times of national economic stress. Online Library Resources allow libraries to address the continuing need for electronic academic, business, and health information by today's informed citizen.

Ann Pederson, Special Libraries Representative to the ND Library Coordinating Council
Altru Medical Library, Grand Forks

Griggs County Public Library

PO Box 546

Cooperstown, ND 58425

(701) 797-2214

gcplibrary@mlgc.com **www.griggscountypubliclibrary.com**

February 25, 2009

Dear Senate Appropriations Committee Members:

I would like this entered as written testimony in support of HB1013 the budget for the North Dakota State Library.

Through this budget our library receives state aid money. These funds are used for purchasing materials for the library. The state aid dollars are about 30% of the money available for those purchases. With the decline in farm income these past months so the financial well being of our small towns have declined also. The library has seen an increase use of materials especially by farm families. Being able to provide new materials is one of the main goals of the library. By increasing the money for state aid the library will be able to continue to provide the needed material. With the rising cost of purchasing materials the library will maintain it present purchasing ability.

The additional funding for Online Resources is of great value to the library patrons. The library has seen an increase in patron using these resources. With the help of the librarians many older patrons are coming to the library for medical information, which the online resources provide. The library has two patrons who do car repair and have expressed their thanks for being able to access the Automobile Repair site. It provides them with a one-stop place to look.

Sincerely

Bonnie Krenz
Griggs County Public Library Director

LEACH PUBLIC LIBRARY
417 2ND AVE N
WAHPETON ND 58075

Chairman Holmberg and Members of the Committee

My name is Bonnie MacIver and I am the Director of Leach Public Library in Wahpeton. I am also the President of the North Dakota Library Coordinating Council.

I am writing this on behalf of the Public Libraries of North Dakota relating to the Governor's budget particularly the State Aid to Public Libraries and the Online Library Resources.

North Dakota consists of mostly small libraries and with the demands of the public; it is hard for these libraries to be able to survive. In the present time with demands for technology, the increase of cost of materials, the increase of postage for inter-library loans as well as the increase in operating costs, it is hard to be able to maintain our budgets and as a result, the libraries cannot give adequate service the patrons expect them to. Most cities are not in the position to fully fund libraries without the revenue that comes from the State. No matter the size, the library can be an important asset to the community. So I ask that you consider the State Library's request for additional funding for State Aid to Public Libraries.

The online resources have become an important service to the public libraries in that more factual information is available to all citizens. As you know, the World Wide Web contains a vast amount of information but such information has not always been found to be accurate. That is not the case with the online resources available through the libraries; these resources have been created by companies that back the accuracy of them. With funding from the State, these online resources are available to all residents of North Dakota.

To give you a few examples from my library, I would like to start with the Health and Wellness Resource Center. It is hard to keep books that are up to date with prescription drugs and especially different types of treatments like cancer. When we have patrons coming in for information, they usually have just come from the clinic across the street and need information immediately. This site has been helpful for them as they can read online current journal articles or find information about a drug their doctor has recommended.

Another online resource that has just become available is the Auto Repair Reference Center. This resource has taken over the Chilton's Repair Books. Now the patron can either come into the library, search the Auto Repair site and copy the material needed or can sit at their home computer and log on to Odin with their library card and find the most current information needed. In the short time this online resource has been available; it has become one of the most popular ones in our library.

When giving computer class to our senior patrons, the staff has been introducing the data bases to the classes and besides the Health and Wellness Resource Center, the data base they find interesting is the ProQuest Newspapers. They can read national as well as international newspapers online at the library or on their home computer. These patrons eagerly search all the data bases and are amazed at all the information available to them.

These are just a few of the data bases that are popular with our patrons, but the one that my staff and I find the most helpful is the Ancestry Plus. The public library is where most people will start when they are looking for genealogy of their families and the first thing they want is obituaries. We do have our local newspaper on microfilm, however, it is not indexed and if no dates are available, it makes searching for specific information very tedious. For that reason we turn to the Ancestry Plus data base and have been able in most cases find birth and death dates and then we are able go to the newspaper to search for information. Without this data base, it would make it impossible for us to be able to help patrons especially when we have had emails from Sweden, Germany and across the United States for such requests.

I ask you to continue to fund these resources and to grant the additional money requested by the State Library so that we can continue to add new data bases as well as maintain the existing ones.

Thank you for your time.

Bonnie MacIver bonnie.leachplib@midconetwork.com

Vision

Leading the way
in information opportunities

Mission

Provide access to information
for North Dakota

Goals

Serve as a leader in the library and information field

Promote and advocate library awareness

Provide and develop library and information services statewide

Achieve customer satisfaction

North Dakota State Library
Established 1890

North Dakota State Library
604 E. Boulevard Ave.
Bismarck, ND 58505-0800

Administration .....(701) 328-2492
Information Requests.....(701) 328-4622
Toll-Free 1-800-472-2104
Disability Services.....(701) 328-1408
Toll-Free 1-800-843-9948
TDD (local) .....(701) 328-4923
TDD (Toll-Free) 1-800-892-8622
Fax .....(701) 328-2040
NDSL Web Page ....http://ndsl.lib.state.nd.us

Open Monday-Friday
8:00 a.m. - 5:00 p.m.
Tours are available upon request

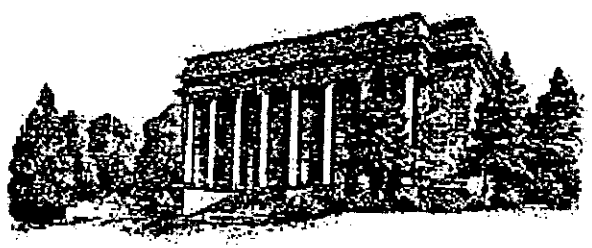
Doris Ott
State Librarian

A division of the North Dakota
Department of Public Instruction
Wayne G. Sanstead, Superintendent

The North Dakota State Library does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

May 2006

North Dakota State Library Long Range Plan



2006-2011

Goal: Serve as a leader in the library and information field

- Develop a statewide catalog
- Develop partnerships for statewide coordinated services that enhance services and reduce costs
- Promote librarianship as a profession
- Plan and coordinate improvements for library and information services
- Provide opportunities for professional development for librarians and staff
- Secure and administer funding to improve library services
- Provide leadership to library-related groups
- Provide leadership in emerging technologies to enhance library services

Goal: Promote and advocate library awareness

- Promote libraries as a valuable community asset
- Develop partnerships among libraries and with other entities
- Provide information on legislative issues that affect libraries
- Assist other libraries with promotional activities
- Advocate the North Dakota State Library's mission to state government, citizens, and libraries

Goal: Provide and develop library and information services statewide

- Provide consultation and technical assistance to libraries
- Provide training opportunities
- Develop and coordinate statewide resource sharing for libraries
- Provide and enhance access to online electronic resources
- Retrieve, catalog, maintain, and provide access to available documents published by North Dakota state agencies and maintain a depository program
- Collect, maintain, and distribute materials and information to all citizens and libraries of North Dakota

Goal: Achieve customer satisfaction

- Provide excellent customer service
- Provide a welcoming, accessible, and safe environment
- Secure financial resources to provide services
- Secure adequate staffing
- Incorporate up-to-date technology in library services
- Develop the collection to respond to user needs

Performance Measures

To annually award, monitor, and evaluate Library Vision 2010 and LSTA grant funds according to federal guidelines, North Dakota legislative intent, and guidelines set by the North Dakota Library Coordinating Council.

To award annual grant scholarships to Master of Library Science candidates.

To increase the number of partnerships by one annually.

To evaluate and negotiate statewide library contracts annually.

To sponsor focus groups biennially to gather information from librarians, library board members, and citizens of North Dakota for the purpose of improving statewide library services.

To inform citizens of library services by sponsoring booths annually at various conferences and preparing timely press releases and public service announcements.

To publish the Flickertale newsletter bimonthly.

To track legislative bills daily during legislative sessions and update libraries on pertinent legislative issues weekly during the legislative session.

To annually offer training sessions to 300 librarians and citizens on the use of the Online Library Resources.

To offer continuing education workshops annually for library board members and librarians.

To process requests and provide accurate responses to questions within two working days with at least a ninety percent fill rate.

To complete cataloging of new items within one week of receipt by creating accurate cataloging records according to national standards.

To review the collection development policy every three years.

To annually review and update the Library Science collection.

To provide a radio reading service daily to visually impaired citizens.

To annually review adequacy of current technology.

To be responsive to patron needs by having two phones in the agency staffed continually between 8:00 a.m. and 5:00 p.m. Monday through Friday and returning telephone calls within one working day.

To mail all outgoing items on the same day they arrive in the mailroom.

To collect feedback annually to measure customer satisfaction regarding North Dakota State Library services.

To report all building and environmental problems within one day of occurrence.

To add five to seven new libraries to the statewide online catalog each biennium.

What are Online Library Resources?

Citations, abstracts, and full-text articles for thousands of magazines, newspapers, and reference resources including photos, maps, and graphs. They are accessible 24 hours a day, 7 days a week via the Internet. Librarians, citizens, and students can download entire articles from any computer with Internet access.

Who can access the Online Library Resources?

Library card holders from any participating library.

How do I access the Online Library Resources?

Through your participating library's website, or through the North Dakota State Library website at www.library.nd.gov, click on *Online Library Resources*.

How can I get instructions on using these resources?

Access the online tutorials on the State Library website at: www.library.nd.gov/onlinetutorials.html.

Is there a fee for using the Online Library Resources?

No. The Online Library Resources are free to all North Dakota citizens, thanks to funding from the North Dakota State Legislature and participating North Dakota libraries.

North Dakota State Library
Established 1890

604 E. Boulevard Avenue
Bismarck, ND 58505-0800

Administration.....(701) 328-2492
Training Department.....(701) 328-3495
Information Requests.....(701) 328-4622
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Disability Services.....(701) 328-2185
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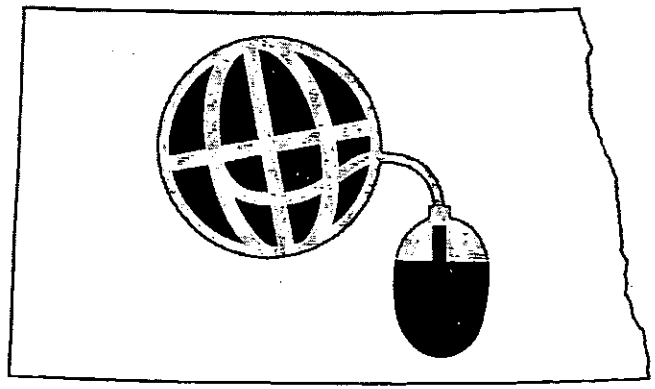
North Dakota
STATE LIBRARY

Doris Ott
State Librarian

North Dakota State Library, a division of the
ND Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent

October 2008

Online Library Resources



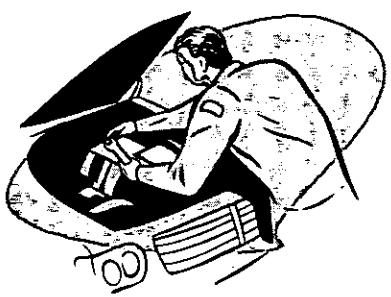
Knowledge For Everyone

Online Library Resources

K-12 Resources

Great homework research tools

- Kids InfoBits
- Junior Edition
- Junior Reference Collection
- Discovering Collection
- Student Edition
- eLibrary



Auto Repair Reference Center

From the former publisher of Chilton Repair Manuals

- Easy to use
- For vehicles 1945-present
- Repair procedures
- Service Bulletins and Recalls
- Wiring Diagrams
- Labor Cost Estimator

Newspapers and Magazines

Up-to-date and archival information from thousands of sources around the world for professionals, students, researchers, and the public

Proquest Newsstand includes:

- *Bismarck Tribune*
- *Star Tribune (Minneapolis)*
- *New York Times*
- *Wall Street Journal*

EBSCO magazines includes:

- *Forbes* and *Money*
- *U.S. News and World Report*
- *Consumer Reports*
- *Outdoor Life*

Health & Wellness Resource Center

An informative health resource written in everyday language

- Medical Encyclopedia
- Drug Finder
- Health Assessment Tools
- Health News

Opposing Viewpoints

A resource that gives pros and cons for today's social issues

- Current Controversies
- Encyclopedia of Sociology
- Great American Court Cases
- Environmental Encyclopedia



Ancestry Library Edition

Trace your roots and find your family history (this resource can only be accessed within your library)

- Census Records & Images
- Birth, Marriage, & Death Records
- Military Service Records
- Passenger Immigration Lists
- Photos, Maps, and Gazetteers

Who can use the services at the North Dakota State Library?

Any citizen of North Dakota.

How do I get a State Library card?

You can stop by the State Library and fill out an application form, access the online application form at www.library.nd.gov, or call 1-800-472-2104 or (701) 328-4622.

How do I access State Library services?

If you have an Internet connection, you are able to access the State Library home page, which includes the Statewide Online Library Catalog and the Online Library Resources.

Web Page:

www.library.nd.gov

Phone:

1-800-472-2104 or
(701) 328-4622

Visit us:

604 E. Boulevard Avenue
Liberty Memorial Building
Capitol Grounds
Bismarck, ND 58505-0800

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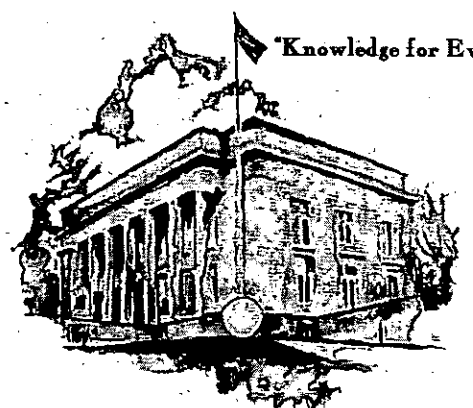
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Doris Ott
State Librarian

North Dakota State Library, a division of the
ND Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent

January 2009

Services of the State Library



North Dakota STATE LIBRARY

North Dakota State Library

Providing access to information for North Dakota citizens



North Dakota State Librarian
Doris Ott

"We would love to have you visit the State Library in person, but if you can't, you can access the Statewide Online Library Catalog and the Online Library Resources via the Internet 24 hours a day, 7 days a week."

www.library.nd.gov

Did You Know?

- The Online Library Resources were accessed over 5.4 million times from 2006-2008.
- The State Library provides services to patrons in all 53 counties in North Dakota.
- Over 3,000 patrons use the Talking Book and Dakota Radio Information Services.
- The State Library has 275,000 items in its collection.
- The State Library processed 34,210 interlibrary loan requests in 2008.
- The State Library catalogs titles for 57 North Dakota libraries that are being added to the statewide online library catalog.
- The State Library staff provides training to over 500 librarians, citizens, and teachers each year.
- The State Library awards over $800,000 annually in grant money to North Dakota libraries.
- The State Library has over 170,000 state documents; thousands are accessible online.
- The Talking Book Service mails out an average of 300 talking books per day.
- Volunteers donate an average of 400 hours per month.

What services does the State Library provide?

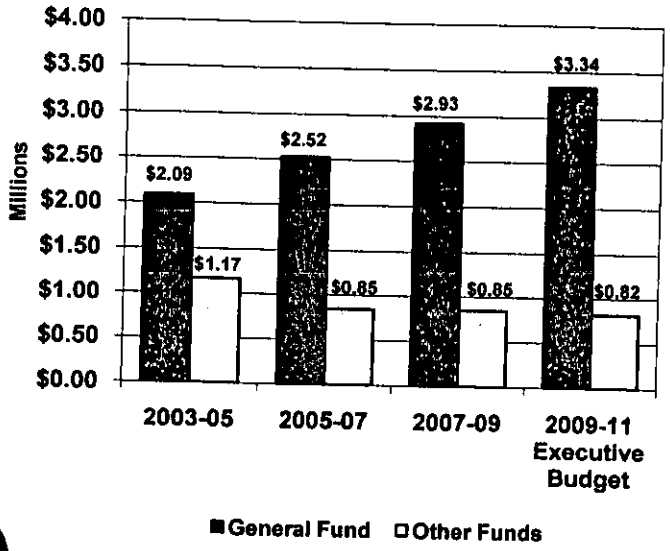
- Information
- Online Library Resources
- Reference
- Interlibrary Loan
- Training
- Talking Book Service
- Radio Reading Service
- Government Information
- Leadership
- Support for Libraries
- Grants for Libraries
- Cataloging
- Technical Support
- Library Improvement Assistance
- Electronic Library Catalog

Department 253 - North Dakota Vision Services - School for the Blind
House Bill No. 1013

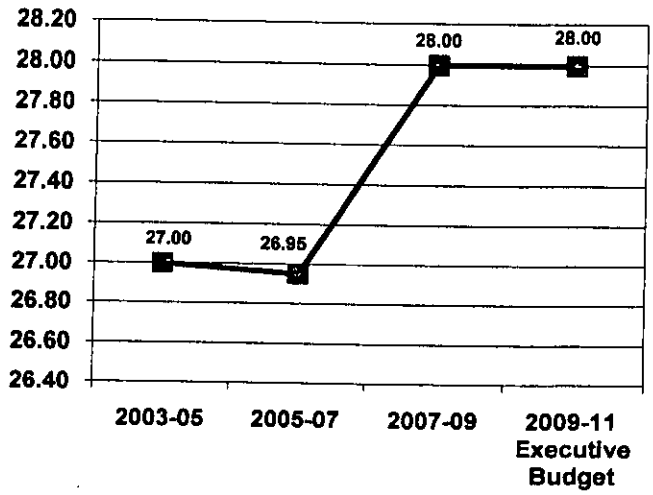
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	28.00	$3,340,671	$820,582	$4,161,253
2007-09 Legislative Appropriations	28.00	2,927,468	847,961	3,775,429[1]
Increase (Decrease)	0.00	$413,203	($27,379)	$385,824

[1]The 2007-09 appropriation amounts include $13,636, $9,532 of which is from the general fund, for the agency's share of the $10 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for classified employees.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$3,270,471	$70,200	$3,340,671
2007-09 Legislative Appropriations	2,927,468	0	2,927,468
Increase (Decrease)	$343,003	$70,200	$413,203

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Removes funding for extraordinary repairs ($135,600) and equipment over $5,000 ($6,500) provided in the 2007-09 biennium	($119,600)	($22,500)	($142,100)
2. Provides funding for extraordinary repairs as follows:	$7,453	$32,047	$39,500
3. Provides funding to address salary equity issues, including $1,592, of which $1,369 is from the general fund, for the related second-year salary increase	$28,747	$4,680	$33,427
4. Provides a **one-time funding** increase for equipment under $5,000 ($13,500) and for office equipment and furniture supplies ($4,700) to provide security cameras in the building and portable adaptive technology devices to be used by outreach staff	$18,200		$18,200
Provides **one-time funding** for extraordinary repairs to continue a window replacement project that began during the 2007-09 biennium	$31,000		$31,000

Carpet replacement	$14,000
Parking lot and sidewalk repair	$14,000
Rooftop air-conditioner replacement	$6,000
Roof repairs	$5,500

6. Provides **one-time funding** for information technology equipment/software over $5,000 ($14,000) and for equipment over $5,000 ($7,000) to provide videoconferencing equipment to participate in school district meetings and to provide for the installation of an intercom system	$21,000	$21,000

Other Sections in Bill

Deferred maintenance transfer authority - Section 4 authorizes North Dakota Vision Services - School for the Blind to transfer from the deferred maintenance line item to the capital assets line item amounts necessary to address extraordinary repair needs. Any amounts transferred must be reported to the director of the Office of Management and Budget.

Subscription and Braille fees - Section 13 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and are subject to appropriation by the Legislative Assembly.

Continuing Appropriations

Visual aid and appliance fund - North Dakota Century Code Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Major Related Legislation

House Bill No. 1078 - This bill provides a $52,362 general fund appropriation and a .50 FTE position to North Dakota Vision Services - School for the Blind to serve as the National Instructional Materials Access Center authorized user.

HB 1013
January 20, 2009 Attachment #1

North Dakota Vision Services/ School for the Blind

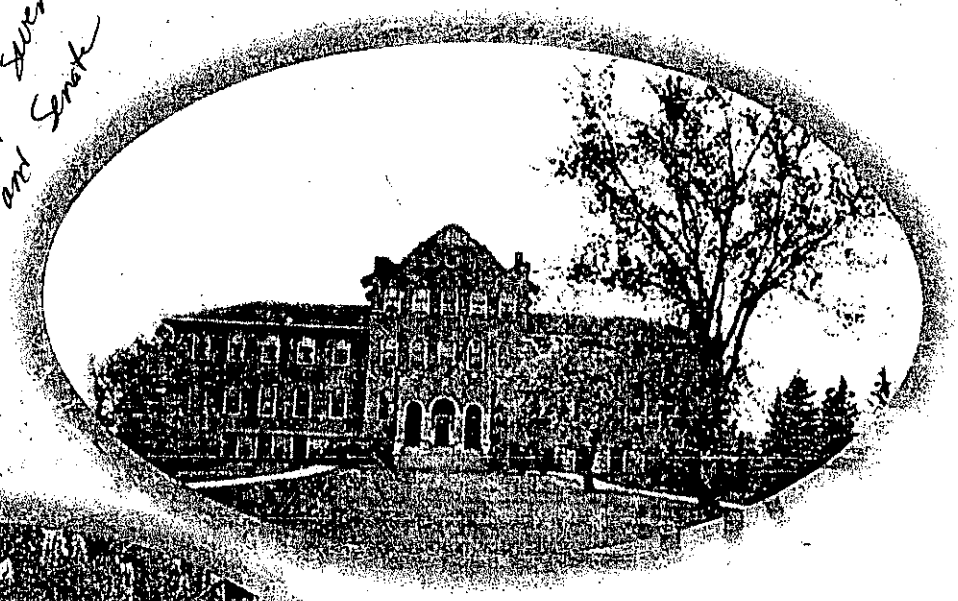
A Division of the Department of Public Instruction

Testimony to the House Appropriations Committee Education and Environmental Division House Bill #1013

Carmen Grove Suminski,
Tami Purcell and Paul Olson

January 20, 2009

With the exception of the following pages. Some testimony given to House and Senate





1908-2008

NDVS/SB
one hundred years of excellence

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

ND Vision Services/School for the Blind 2009 - 11 Budget Request

	1 Expenditures 2003-2005	2 Expenditures 2005-2007	3 Appropriation 2007-2009	4 Base Budget Request 2009-11	5 Optional Budget Request 2009-11	6 Executive Recommendation 2009-11
Line Item:						
Salaries & Wages	$ 2,540,292.00	$ 2,496,579.00	$ 2,992,531.00	$ 3,160,825.00	$ 205,208.00	$ 3,410,755.00
Operating	$ 698,683.00	$ 543,048.00	$ 640,798.00	$ 640,798.00	$ 55,908.00	$ 658,998.00
Capital Assets	$ 18,233.00	$ 58,949.00	$ 142,100.00	$ 39,500.00	$ 52,000.00	$ 91,500.00
Total	**$ 3,257,208.00**	**$ 3,098,576.00**	**$ 3,775,429.00**	**$ 3,841,123.00**	**$ 313,116.00**	**$ 4,161,253.00**
Funding Sources:						
General	$ 2,089,825.00	$ 2,524,524.00	$ 2,927,468.00	$ 3,051,277.00	$ 313,116.00	$ 3,340,671.00
Federal	$ 1,167,383.00	$ 574,052.00	$ 847,961.00	$ 789,846.00		$ 820,582.00
Special	**$ 3,257,208.00**	**$ 3,098,576.00**	**$ 3,775,429.00**	**$ 3,841,123.00**	**$ 313,116.00**	**$ 4,161,253.00**
Total						
FTE	27	27	28	28	2	28
Client's Served:	517	479	As of 12/31/08 377			

2009 - 11 Base Budget:

Salary line item includes teachers placed on the 2009 - 11 Composite Salary Schedule developed by HRMS.

The Operating base budget was submitted as directed using the current appropriation.

The base Capital Asset budget includes:
Carpet replacement ($14,000), Sidewalk & parking lot repairs ($14,000), Roof top air conditioner ($6,000), and Roof repairs ($5,500).

The two primary sources of Special Fund revenue are rental income and land department income.
It is projected that NDVS/SB will generate $693,392 for Special Funds during 2009-11.

Estimated 07/01/2009 Carryover of $96,454 plus $693,392 Special Fund Income = $789,846.

HB1013, January 20, 2009
Attachment # 16

Testimony for House Bill 1013

Date: Tuesday, January 20, 2009

Submitted By: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind.

Home Address: Allan Peterson, 7009 Horseshoe Bend, Fargo, ND 58104.

Speaking on behalf of North Dakota Association of the Blind, I am testifying in support of the budget that has been submitted by the administration of North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the upcoming biennium.

In order to expand the availability of rehabilitation training for adults at ND Vision services / School for the Blind, the ND Association of the Blind makes the request that the State Legislature and the Governor support an amended NDVS/SB budget that allows the institution to add 2 additional full time positions to its professional rehabilitation teaching staff. A resolution that supports this request was unanimously adopted at the Associations most recent Convention that was held in Fargo in June 2008.

The core curriculum of training that helps people make the most successful adjustment to deal with the loss of eyesight includes:) 1) mobility and orientation skills training on the use of the white cane, (2) operating a computer equipped with speech output, (3) learning the use of Braille, (4) using technical aids and appliances that help deal with sight loss, (5) daily living skills training that helps one learn techniques to live life independently, (6) counseling - among others. Learning these skills takes time in order to gain some mastery on their use. In addition, those who have a progressive loss of eyesight often will need to refresh their skills to help them better deal with the loss of more eyesight or get an update on new techniques that become available.

Learning the skills of blindness adjustment is best done at a teaching facility that is equipped and has the professional staff needed to instruct their students, whether they are children or adults that experience sight loss later in life. The only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment is that at North Dakota Vision services / School for the Blind. The ability to provide more training to serve adults is limited by the available financial resources and the number of instructors that are needed to expand the program.

Adult student clients that have received instruction and training at NDVS/SB have found it to be an excellent help in making their adjustments to deal with the loss of eyesight. Some who have received training elsewhere have felt the training at NDVS/SB to be as good as or even better than that which they had received earlier. The only limitation they have found in the training program is that it didn't provide them with the time necessary to gain mastery on the use of the skills to deal with blindness to which they had just been introduced.
□

N D A B

The North Dakota Association of the Blind

NDAB Resolution 2008-01: Center Based Blindness Skills Training Services

Whereas, loss of eyesight is recognized as a dramatic life altering disability that requires specialized and specific rehabilitation skills training to help people cope with this condition, and;

Whereas, people with loss of eyesight, who receive a regimen of intensive center based blindness skills training, are employable and function with a great deal of independence, and;

Whereas, all the Components of a comprehensive center based blindness skills training program are available at North Dakota Vision Services / School for the Blind in Grand Forks but the institution is limited in its ability to provide services to the adult population in the state due to budget constraints and availability of staff time, and;

Whereas, projections from the North Dakota Data Census Center, indicate that by the year 2015, 14,335 citizens of the state will have experienced a significant loss of eyesight; of this number 10,283 will fit the definition of people with "low vision" and the remaining number in surplus of 4,000 will fit the definition of being "legally blind", and;

Whereas, the Blindness Skills Training Center in Grand Forks operated under the administration of Vocational Rehabilitation, last supervised by Ed Christensen, has been closed for more than a decade and has not been replaced by an equivalent service, and;

Whereas, our neighboring states of South Dakota and Minnesota fund and maintain vision rehabilitation training centers in their states that provide the option of a high quality comprehensive center based program of skills training for their citizens who experience loss of eyesight,

Now, therefore be it resolved that North Dakota Association of the Blind, in convention assembled at the Fargo Prairie Rose Inn & Conference Center on this date of Sunday, June 15th, 2008 urge and direct North Dakota Vision Services / School for the Blind to include in its 2009 -2011 biennial Budget provisions to adequately staff an expanded program of center based blindness skills training that the institution offers to adult citizens of North Dakota - (by adding at least 2 more professional FTE's to its staff). Further we urge and direct the Governor, the North Dakota Department of Public Instruction and the North Dakota Legislature to support this additional allocation of resources in the biennial budget that is enacted for 2009 -2011. We also urge and direct that this program be developed in conjunction and in collaboration with the North Dakota Division of Rehabilitation Services.

11

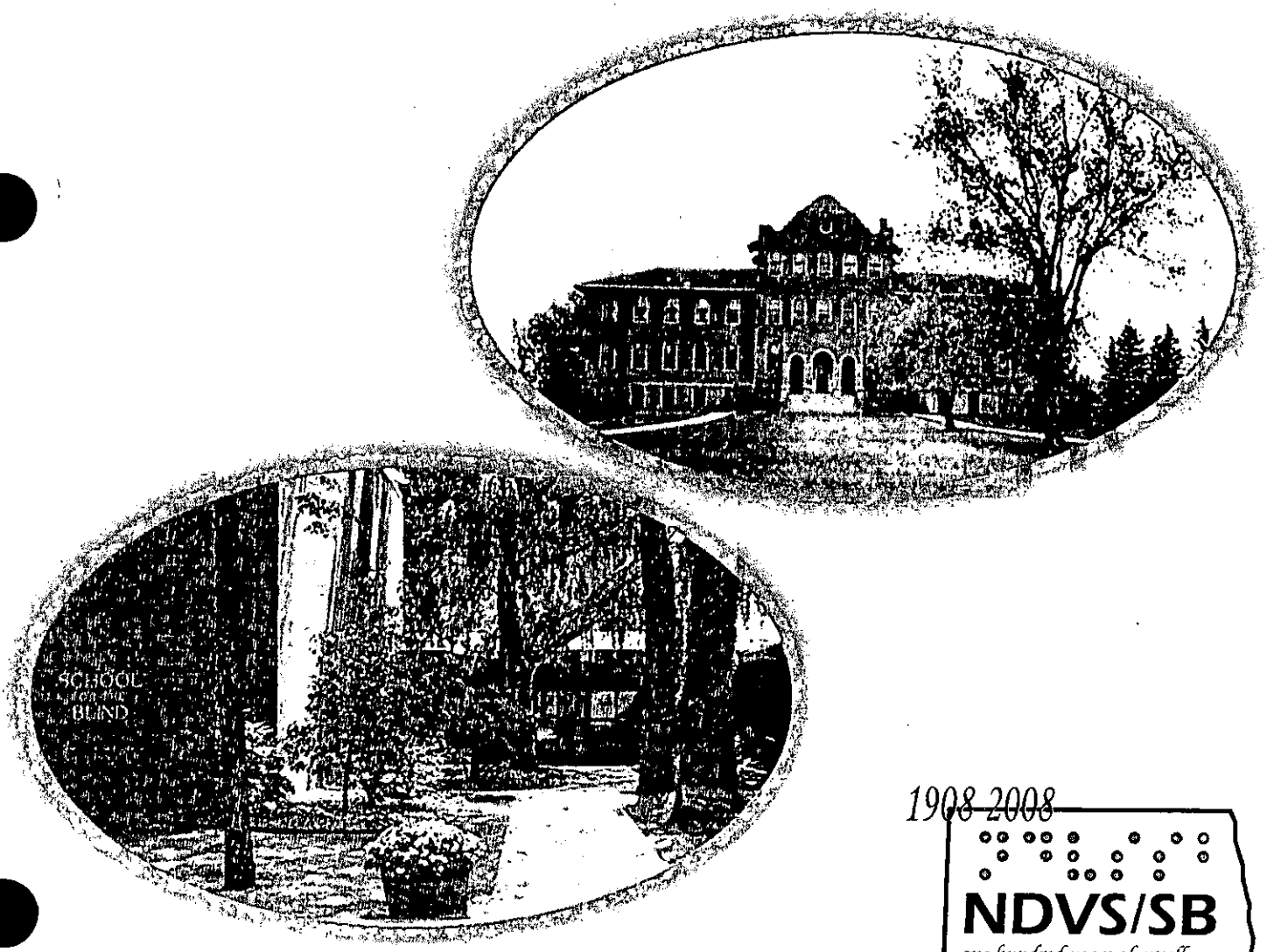
North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

Testimony to the Senate Appropriations Committee House Bill #1013

Carmen Grove Suminski
and Tami Purcell

February 26, 2009



1908-2008

NDVS/SB
one hundred years of excellence

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

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HB #1013

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NDVS/SB Brochure
Adult Brochure

Testimony

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB and I will provide testimony relative to House Bill #1013. It is a pleasure to speak before you today.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

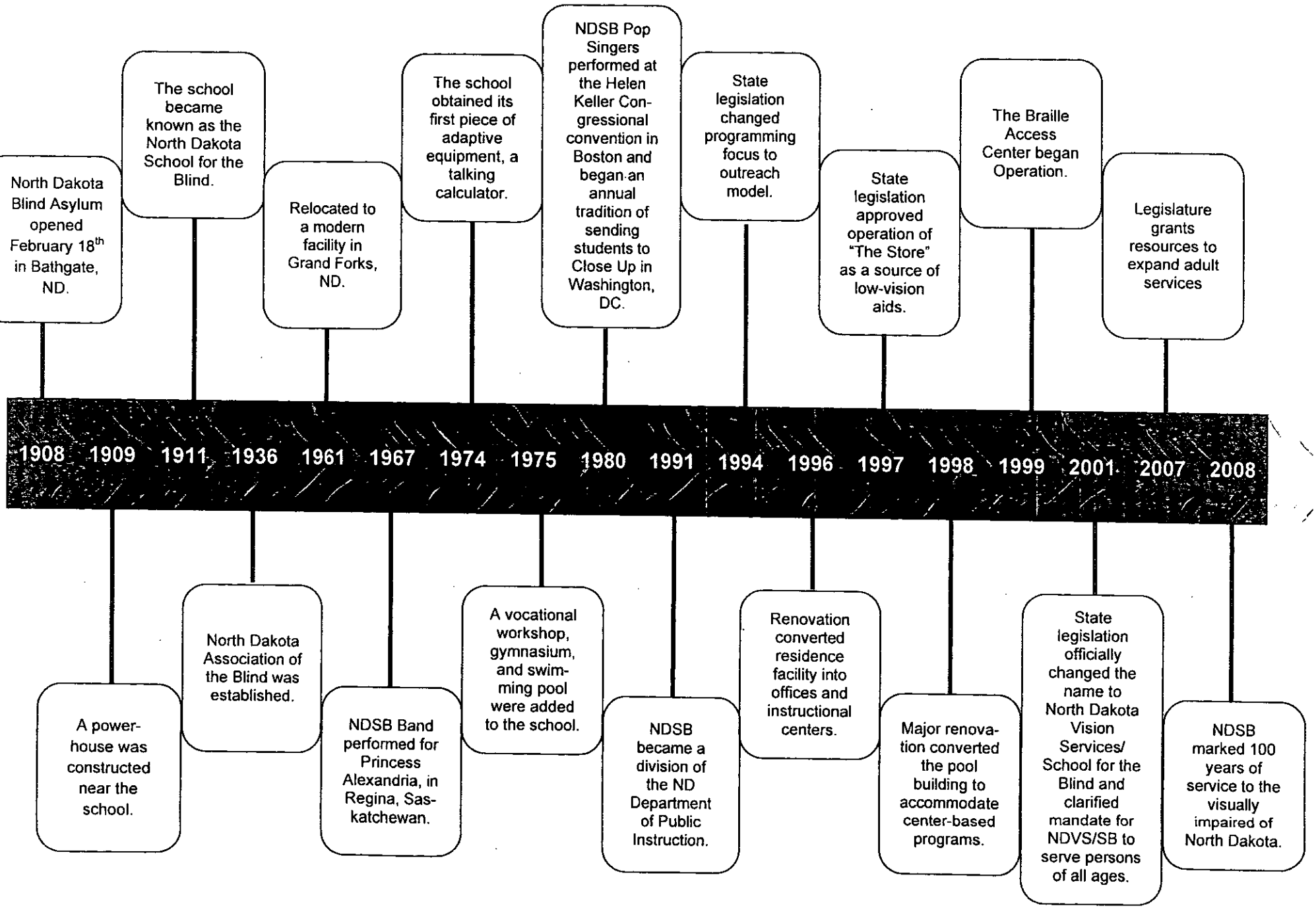
Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

2008 marked the centennial with a variety of events including a family weekend, conference, banquet, open house, and an all school reunion. I truly am proud to have served as the superintendent during this year. My sincere thanks to members of the Legislature for their participation and joining us in marking this phenomenal milestone of 100 Years of Excellence!

I am honored to serve as the superintendent of NDVS/SB and am so proud of the total programming that exists in our state. The highly skilled and committed group of people makes it a most positive professional environment. I am assured, and would like to assure you, that planning will be ongoing to address the increasing needs adhering to our mission and achieving our vision which is: "To be recognized as state and national leaders in the field of visual impairment." We are committed to do the best.

As Dr. Sanstead made reference to, HB 1078 is being heard by the Senate Education Committee. This would appropriate a .5 FTE for the purpose of providing alternate formats to students with physical impairments and reading disabilities. This is an additional role NDVS/SB; however, is a positive solution to a federal mandate, as our agency currently does provide alternate formats (braille, large print, audio) to students who are blind and visually impaired.

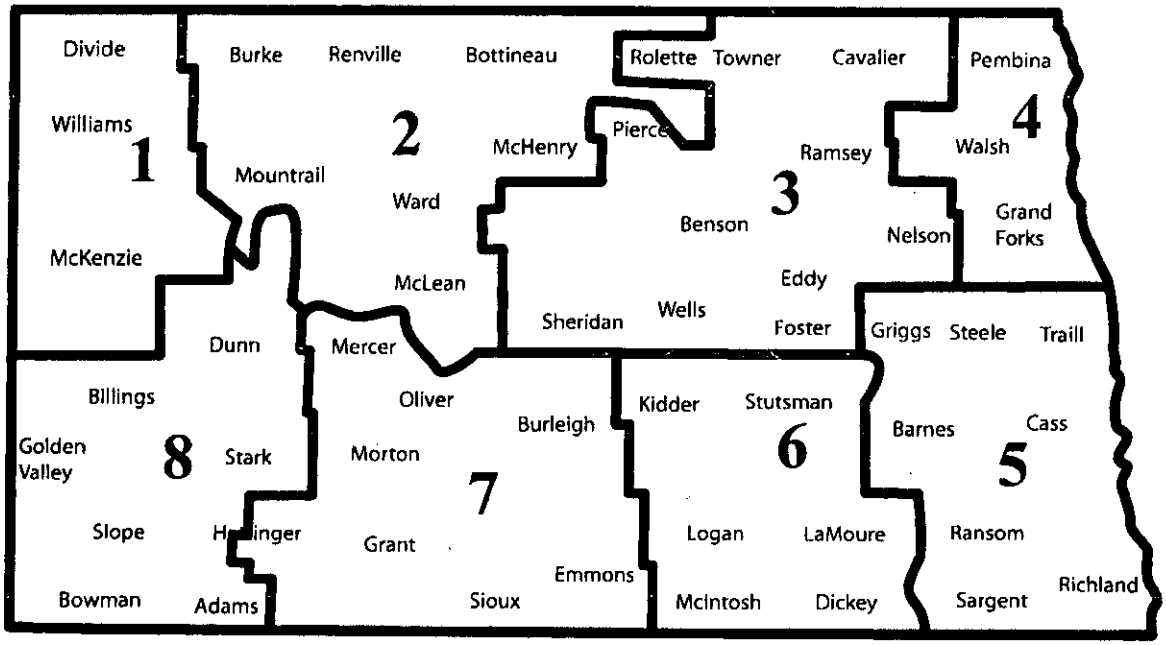
NDVS/SB Historical Time Table



Client Se[illegible]ces Data

Services Provided	2005-2007 Biennium	7/1/2007 - 12/31/2008 Biennium-to-date
Clients Served (Unduplicated):		
Infants/Students	322	269
Adults	157	108
Total	479	377
Vision Resource Center:		
Items Circulated	32,363	22,924
Talking Book Machines (quarterly)	1,724	1,592
"Reaching Out" Newsletter (circulated quarterly)	1,425	1,450
APH Federal Registry	273	233
Store Sales	512	323
Braille Access Center (pages)	32,122	19,474
Short-term Center Based Programs (Attendees):		
Specific Skills	58	41
Compensatory Skills	57	48
Adult Weeks	34	29
Evaluations, Consultations and Instructions (Duplicated):		
Consultations	1,347	1,031
Evaluations	316	285
Instruction	6,498	4,353
Summer Camps	44	33
In-Service Training	1,026	1,584

ND Vision Services/School for the Blind
Clients Served (Unduplicated)
July 1, 2007 to December 31, 2008



Region 1
Infants/Students: 18
Adults: 3
Total: 21

Region 2
Infants/Students: 35
Adults: 19
Total: 54

Region 3
Infants/Students: 33
Adults: 5
Total: 38

Region 4
Infants/Students: 39
Adults: 30
Total: 69

Region 5
Infants/Students: 54
Adults: 23
Total: 77

Region 6
Infants/Students: 33
Adults: 7
Total: 40

Region 7
Infants/Students: 38
Adults: 7
Total: 45

Region 8
Infants/Students: 14
Adults: 4
Total: 18

Relocated/Out of State
Infants/Students: 5
Adults: 10
Total: 15

Total Infants/Students Served: 269
Total Adults Served: 108
Total Persons Served: 377

ND Vision Services/School for the Blind 2009 - 11 Budget Request

	1 Expenditures 2005-2007	2 Appropriation 2007-2009	3 Base Budget Request 2009-11	4 Optional Budget Request 2009-11	5 Executive Recommendation 2009-11	6 Summary of House Action
Line Item:						
Salaries & Wages	$ 2,496,579.00	$ 2,992,531.00	$ 3,160,825.00	$ 205,208.00	$ 3,410,755.00	$ 3,309,781.00
Operating	$ 543,048.00	$ 640,798.00	$ 640,798.00	$ 55,908.00	$ 658,998.00	$ 658,998.00
Capital Assets	$ 58,949.00	$ 142,100.00	$ 39,500.00	$ 52,000.00	$ 91,500.00	$ 91,500.00
Total	**$ 3,098,576.00**	**$ 3,775,429.00**	**$ 3,841,123.00**	**$ 313,116.00**	**$ 4,161,253.00**	**$ 4,060,279.00**
Funding Sources:						
General	$ 2,524,524.00	$ 2,927,468.00	$ 3,051,277.00	$ 313,116.00	$ 3,340,671.00	$ 3,251,968.00
Federal						
Special	$ 574,052.00	$ 847,961.00	$ 789,846.00		$ 820,582.00	$ 808,311.00
Total	**$ 3,098,576.00**	**$ 3,775,429.00**	**$ 3,841,123.00**	**$ 313,116.00**	**$ 4,161,253.00**	**$ 4,060,279.00**
FTE	27	28	28	2	28	28
		As of 12/31/08				
Client's Served:	479	377				

2009 - 11 Base Budget:

Salary line item includes teachers placed on the 2009 - 11 Composite Salary Schedule developed by HRMS.

The Operating base budget was submitted as directed using the current appropriation.

The base Capital Asset budget includes:
Carpet replacement ($14,000), Sidewalk & parking lot repairs ($14,000), Roof top air conditioner ($6,000), and Roof repairs ($5,500).

The two primary sources of Special Fund revenue are rental income and land department income.
It is projected that NDVS/SB will generate $693,392 for Special Funds during 2009-11.

Estimated 07/01/2009 Carryover of $96,454 plus $693,392 Special Fund Income = $789,846.

HB 1078 adds additional duties to include .5 FTE ($47,808) and Operating Expenses ($4,554)

NDVS/SB 2009-11
Optional Request Justification

Request	Amount	Funding Source	Included in Exe/House Budget
1 Adult Services - Eastern ND FTE	$ 127,782.00	General	No
2 Equipment under $5,000	$ 18,200.00	General	Yes
3 Video Conferencing Equipment	$ 14,000.00	General	Yes
4 Window Replacement - West Wing	$ 31,000.00	General	Yes
5 Intercom System	$ 7,000.00	General	Yes
6 Adult Services - NDAB Request	$ 115,134.00	General	No
Total	$ 313,116.00		

The above requests are listed in priority order and are needed for:

1. Adult Services – Eastern ND - See page 7.

2. Equipment under $5,000 – This request includes the purchase and installation of security cameras and five portable CCTV's. The security cameras would be used for safety reasons. The main entrance to our building has a long hallway before you enter the reception area. The price of $4,700 includes three cameras with a monitor. This has been recommended by local law enforcement as part of our safety and risk management program. The five CCTV's will be used for instruction and demonstration purposes. Each regional office will have a portable CCTV and one at the school. This purchase will help us to keep up with current technology in the vision field. The unit price is $2,700 for a total of $13,500. See page 8.

3. Video Conference Equipment – This purchase will allow staff to attend meetings with schools via video conferencing versus travel time and costs. Jeff Swank, ITD, supports this purchase.

4. Window Replacement – West Wing – Needed to help with energy savings. See page 9.

5. Intercom System – This has been recommended by the Loss Control Team and local law enforcement for safety reasons. Our building layout is spread out and this will allow the school staff to communicate more effectively.

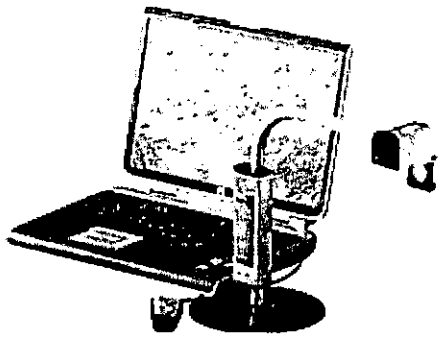
6. Adult Services – NDAB Request – See page 10.

New FTE Request Adult Services Eastern Part of ND
Optional Package Priority #1

	2009-10	2010-11	Total
Salaries:			
One FTE (services throughout the state)	$ 35,496.00	$ 35,496.00	$ 70,992.00
Fringes	$ 14,364.00	$ 14,364.00	$ 28,728.00
Houseparent salaries for 2 weeks center based training	$ 3,204.00	$ 3,204.00	$ 6,408.00
Total Salaries	$ 53,064.00	$ 53,064.00	$ 106,128.00
Operating:			
Travel (based on One FTE)	$ 5,000.00	$ 5,000.00	$ 10,000.00
Telephone & Data processing (based on One FTE)	$ 777.00	$ 777.00	$ 1,554.00
Education Supplies *	$ 3,500.00	$ 1,000.00	$ 4,500.00
Rent office space	$ 1,800.00	$ 1,800.00	$ 3,600.00
Food supplies for 2 week additional center based programming	$ 1,000.00	$ 1,000.00	$ 2,000.00
Total Operating	$ 12,077.00	$ 9,577.00	$ 21,654.00
Total Amount Requested for Adult Services	$ 65,141.00	$ 62,641.00	$ 127,782.00

*Includes Computer & New position office supplies/funishings

Equipment Under $5,000
MagniLink Student Addition
Optional Package Priority #2



MagniLink Student Addition is a **portable video magnifier** with combined reading and distance camera, which makes it ideal for use in schools, universities and offices.

This type of device can put students with visual impairment on equal footing with their peers.

Tasks:
Distance Viewing
Reading Books and Periodicals
Reading Print
Writing

Fast setup
MagniLink Student Addition weighs only 1,2 kg (2,6 pounds) and is easily transported with the included carrying case. The unit is mounted in a couple of seconds and the connection to a computer is easily done through a USB 2.0 port.

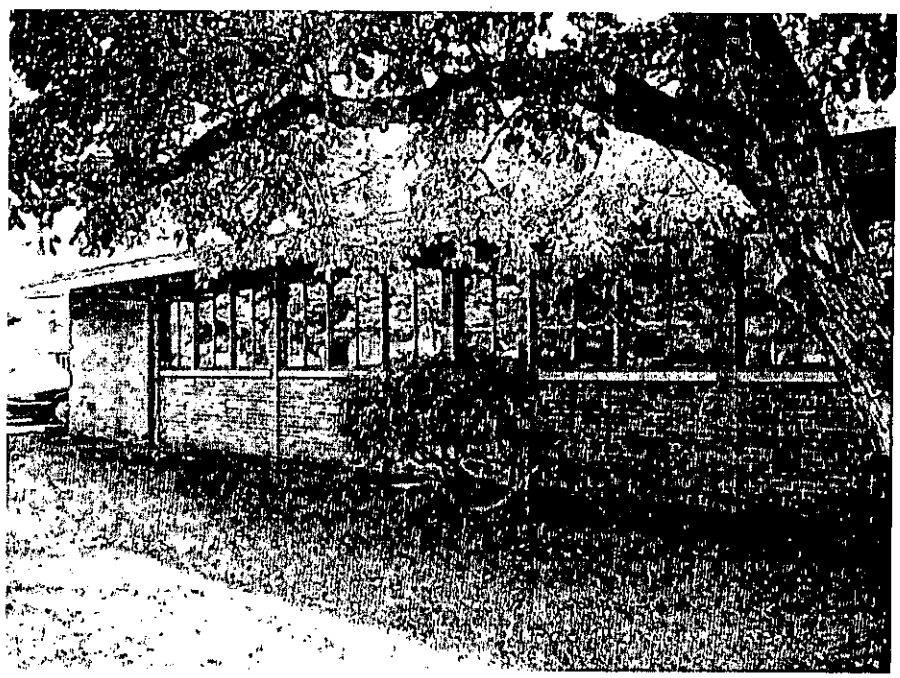
Snapshots and video
By simply pressing a button you can store and view high resolution images from the camera on your computer. You can for example make a snapshot of the blackboard and view the information when you get back home. In the same way you can also store hand written notes and drawings from a paper. With the new and improved MagniLink Student Addition it is also possible to record a video.

The request includes five portable CCTV's for the regional offices and one to have at center base ($13,500). Also, included in this request are security cameras for our building ($4,700).

Window Replacement – West Wing
Optional Package Priority #4

Window replacement is requested to increase energy efficiency in the building. The windows are the original and approaching 50 years old. The project includes replacement of 15 windows. This would be about half of the West Wing windows. The high replacement cost is due to evidence of asbestos and lead in the building. A licensed company must remove the existing windows from the building. Below are two photos of the current windows.





New FTE Request - Per NDAB
Optional Package Priority #6

	2009-10	2010-11	Total
Salaries:			
One FTE (services throughout the state)	$ 35,496.00	$ 35,496.00	$ 70,992.00
Fringes	$ 14,044.00	$ 14,044.00	$ 28,088.00
Total Salaries	$ 49,540.00	$ 49,540.00	$ 99,080.00
Operating:			
Travel (based on One FTE)	$ 5,000.00	$ 5,000.00	$ 10,000.00
Telephone & Data processing (based on One FTE)	$ 777.00	$ 777.00	$ 1,554.00
Education Supplies *	$ 3,500.00	$ 1,000.00	$ 4,500.00
Total Operating	$ 9,277.00	$ 6,777.00	$ 16,054.00
Total Amount Requested for Adult Services	$ 58,817.00	$ 56,317.00	$ 115,134.00

*Includes Computer & New position office supplies/funishings

Why Additional Adult Services at NDVS/SB?

- Demonstrated need for comprehensive training within our state in specialized, individualized skills which include the following:
    - Access to Community Resources
    - Assistive Technology
    - Braille
    - Career Education
    - College or Job Preparation
    - Comprehensive Vocational Evaluation
    - Daily Living Skills
    - Diabetes and/or Health Management
    - Functional Vision
    - Job Shadowing
    - Low Vision Aids and Other Adaptive Aids
    - Orientation and Mobility
    - Personal Adjustment to Blindness (assessment, social skills, teletherapy, counseling)
    - Recreation and Leisure Skills

- Seventy percent of people who are blind are unemployed or under-employed – Totally not acceptable with the technology that is available

- Diabetic retinopathy is a condition that results in varying degrees of vision loss for up to 21 percent of people with diabetes. According to the North Dakota State Health Department the number of North Dakotans with diabetes was approximately 43,000 in 2007. This is truly an epidemic in our state, and many people are struggling with the effects of severe vision loss resulting from diabetes.

- Position #1 – Eastern North Dakota – Vision Rehabilitation Specialist Classification – Enhance adult community based services and increase center based adult weeks from 5 weeks to 7 weeks

- Position #2 – Statewide – Vision Rehabilitation Specialist to work with adult clients and build collaboration with the medical community (optometrists, physicians), American Diabetes Association, and health centers on North Dakota Reservations

Detailed spread sheets outlining specific costs are on pages 7 and 10.

Student Testimony

Dear Diane,

I have no idea what to say besides thank you so much for this past week. I was so unsure of what I wanted to do with the rest of my life. Even though I am still not sure of all my future careers that I would like to pursue, I have a much better idea of what I would rather not do in life. I would just like to thank you for all the time you put into each day and even when we went home on Friday, I had the greatest appreciation of knowing that you were willing to stay with Lexee, Candace, and me when we had thought were going to stay at the school due to the great amount of snow down in our area of the state.

Candace and I are already excited to go to Close Up. The only downfall is we have to (wait that is). ☺

Thanks again,
Ali

****Used by permission of writer, 11th grade student from Western North Dakota who attended Career Week at NDVS/SB, November 3-7, 2008.*

Parent Testimony

January 15, 2009

Representative Skarphol and Members of the Education and Environment Division of the Appropriation Committee:

My name is Lori Mattick. My family moved to North Dakota in 2005. I have a seven year old daughter, Quincie, who was born with a genetic condition called Leber's Congenital Amaurosis. This means that she was born with light perception only. (If you all squeeze your eyes shut as tightly as possible, that is what my daughter "sees".) Quincie is in second grade in a regular public school system in a small town close to Minot, ND.

I have been completely thrilled with the services that we have been receiving from the North Dakota Vision Services (NDVS). My daughter's life has been forever changed in such a positive way with our move to North Dakota. Quincie receives individual sessions with a NDVS Regional Coordinator every week. While they eat lunch together, they work on many daily living skills. These skills are so essential for Quincie to learn so that she fits in with her peers and grows to become an independent adult. Many times our daughter has

come home from school to proudly show us how she can do things. She has explained to us that she can do whatever all the other kids are doing, she just needs someone to help her figure it out first!

Even though we live 3 hours away form the NDVS Orientation and Mobility teacher, Quincie receives individual sessions with this teacher one or two times per month. These sessions are so vital to promote independence in our daughter. Quincie has learned so much about using her cane properly and has gained much confidence in her ability to navigate her world independently.

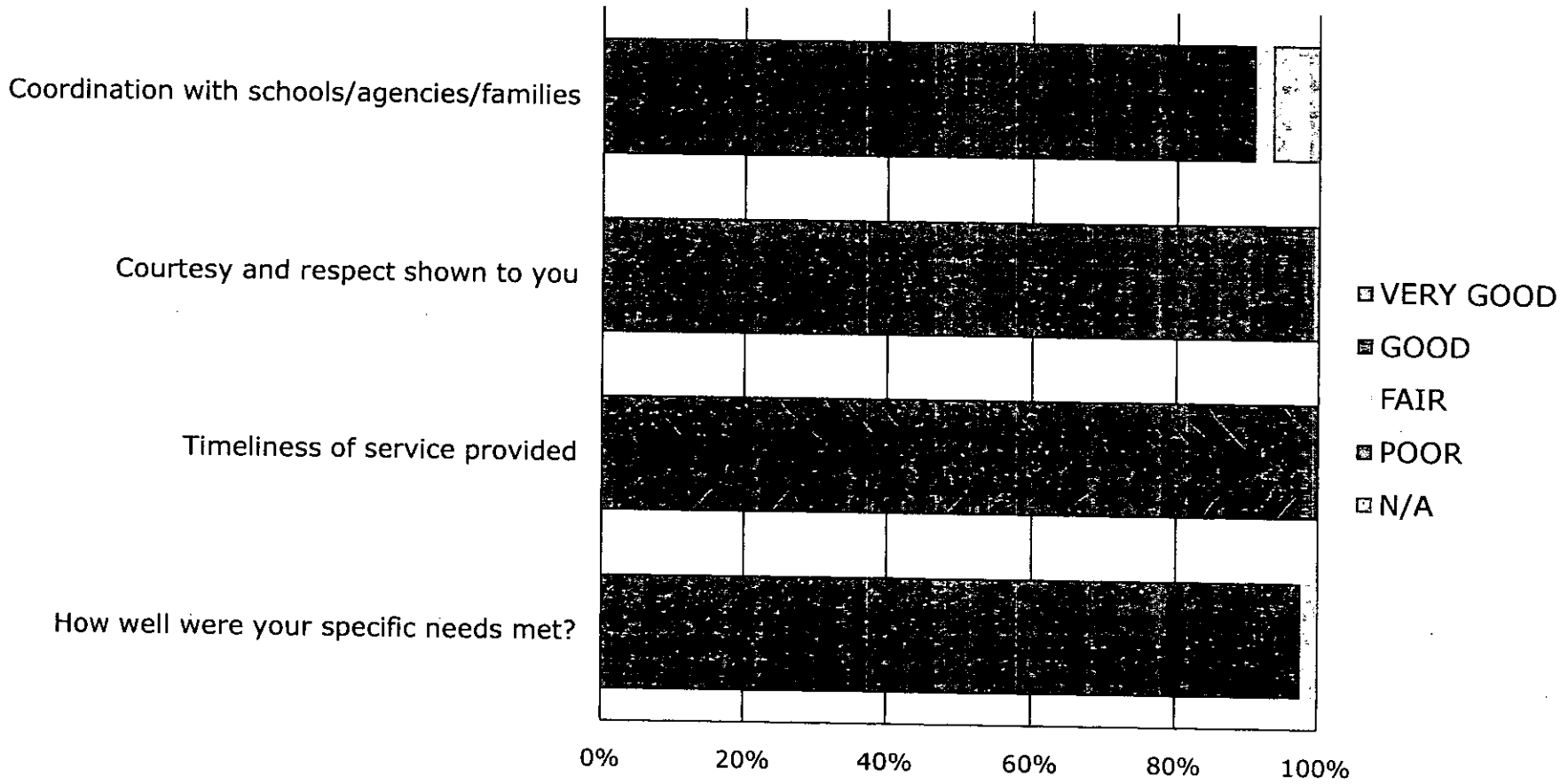
Quincie's Vision Teacher within the school system often accesses NDVS for ideas, materials, technology assistance, activities, games and additional aids to make Quincie's classroom education as effective as possible. In our home we have books, descriptive videos and many other things (tactile dice, playing cards, other games, Braille labels, kitchen aids, coin organizer, Braille calendars, etc.) that we have either borrowed or purchased from the NDVS.

Quincie's Indivdual Education Plan also includes Quincie attending the NDVS School for the Blind in Grand Forks four times throughout the school year. This is a phenomenal program. We take Quincie to the School for the Blind on Sunday. We pick her up at noon on Friday. Throughout the week she has such tremendous experiences. During the day Quincie attends classes that focus on so many vital skills: Braille, Daily Living Skills, Orientation and Mobility, and Technology. These classes are taught by highly educated, experienced and loving teachers. The evenings and play/free times are filled with meaningful and fun events. Very importantly, Quincie is taking part in these events with other Visually Impaired children. She is developing friendships with peers that are similar to her - an experience that is not possible without the NDVS. We are also looking forward to Quincie developing these friendships as she attends the summer camps organized by the NDVS.

When Quincie attends NDVS/School for the Blind, she learns so many things that cannot be taught in the regular school system due to time restraints and lack of specialized teachers within each school system. Having the NDVS provide such a program with such knowledgeable and experienced teachers really is incredibly invaluable.

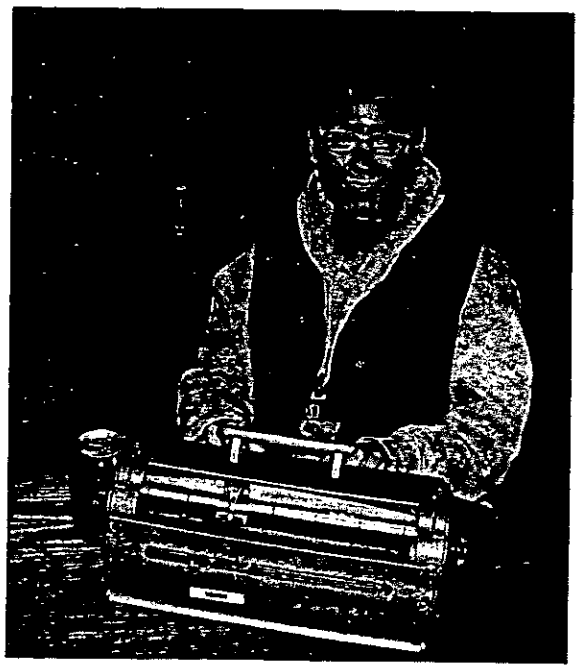
As the NDVS continues to share their knowledge and programs, our daughter's life is greatly enhanced. NDVS also fills our entire family with knowledge, support and encouragement on how to raise a blind child in a sighted world. I know our daughter will grow up to be the great individual she can be thanks to North Dakota Vision Services.

NDVS/SB Survey Results
July 1, 2007 - December 31, 2008



Mission

"To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities."





NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

NDVS/SB is a Division of the
ND Department of Public Instruction
Dr. Wayne Sanstead, State Superintendent

NDVS/SB

North Dakota Vision Services/ School for the Blind



SERVICES FOR ADULTS WITH VISION LOSS

Adult Services

Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning.

It is the goal of North Dakota Vision Services/School for the Blind (NDVS/SB) to assist individuals in reaching their personal goals through assessment and training.

The process involves:

- Becoming aware of available resources
- Determining training needs
- Receiving instructions and evaluations
- Receiving follow-up services as needed

Referrals may occur through a rehabilitation agency or self-referral.



Instructional Areas for Adult Services:

*Adaptive Aids

*Adjustment to Vision Loss

*Braille

*Daily Living Skills

*Travel Skills

*Technology

*Vocational/Career

Services may be provided in the individual's home, work place, community or at NDVS/SB.

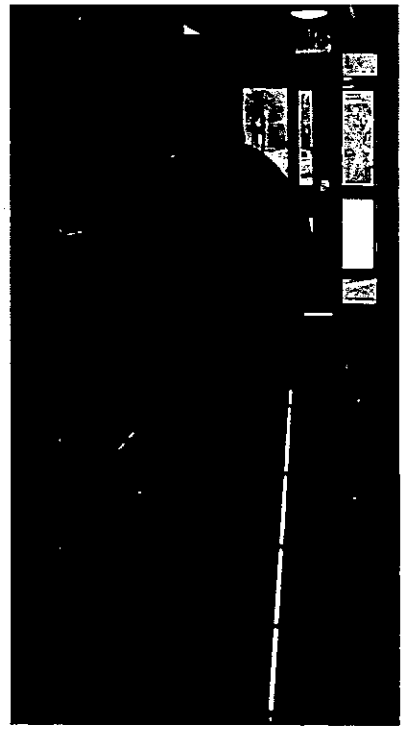
Adult Instruction Weeks

*September 14 - 19, 2008

*November 30 - December 5, 2008

*March 22 - 27, 2009

*June 17 - 26, 2009



For More Information:

500 Stanford Rd
Grand Forks, ND 58203

701-795-2700 or

1-800-421-1181

www.ndvisionservices.com

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

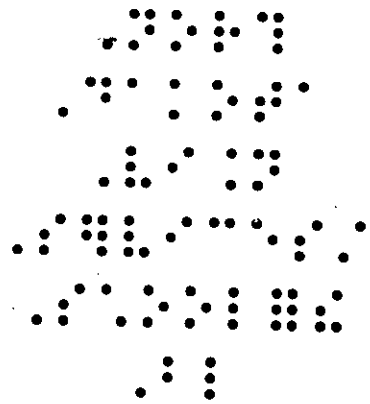
Carmen Grove Suminski
Superintendent

NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

Serving the Visually Impaired Since 1908

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

North Dakota Vision Services/ School for the Blind

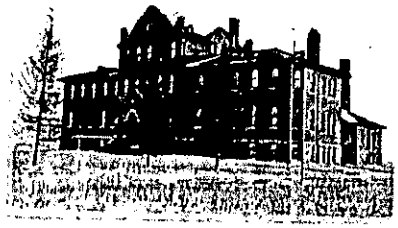


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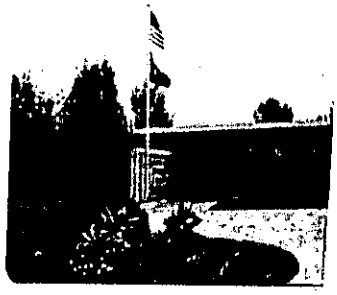
NDVS/SB
one hundred years of excellence

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

History



North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.



In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.



Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instructions:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Toy/Adaptive Equipment Lending Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Programs

- Specific Skills
- Compensatory Skills
- Summer Adventure
- Career Week
- Independent Living
- Adult Weeks

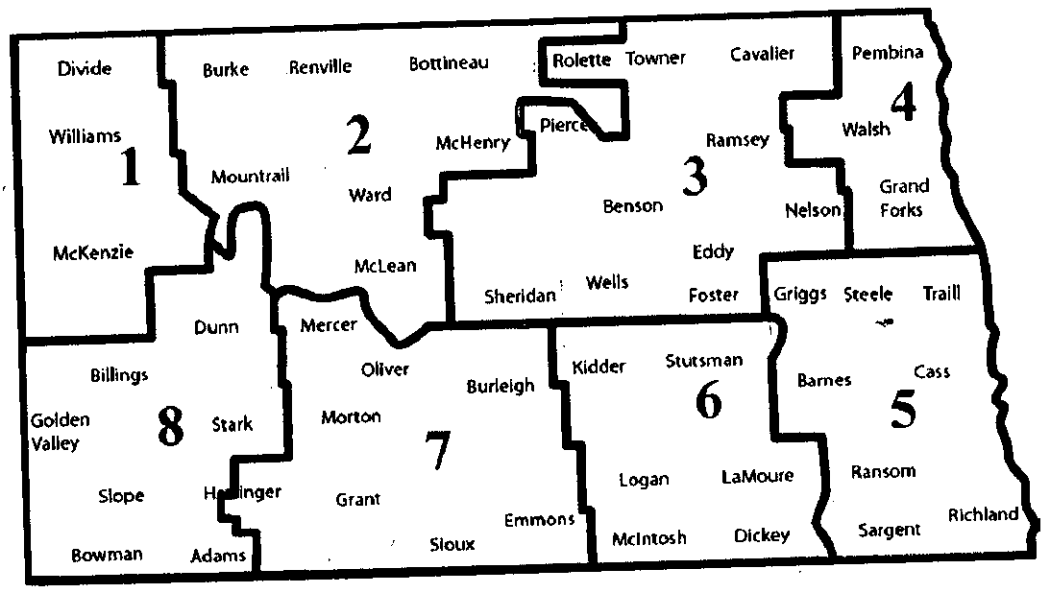
Speakers Bureau

Inservice Training



Rev. 08/08

Serving Visually Impaired Persons throughout the state of North Dakota



REGION 1 & 2
Dianne Giessinger, Coordinator
1600 2nd Ave. SW, Suite 4
Minot, ND 58701
701-857-7635

REGION 3
Cindy Williams, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2700

REGION 4
Katrina Wendel, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2716

REGION 5
Linda Kraft, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
701-298-4428

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

SENATE APPROPRIATIONS COMMITTEE, THURSDAY, MARCH 26, 2009

ND YOUNG ENTREPRENEUR EDUCATION PROGRAM

Barry Striegel, Director, 701-741-6985, b.striegel@und.edu

REQUESTED AMENDMENT: There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of **$100,000**, or so much of the sum as may be necessary, to the Department of Public Instruction, for the purpose of assisting **entrepreneurship centers** at universities and community colleges in supporting and expanding the Mini-Society® **Entrepreneurship Education outreach** programs for **elementary and middle school students**, for the biennium beginning July 1, 2009, and ending June 30, 2011.

MATCHING FUNDS: State dollars matched at more than a one-to-one ratio.

NOT A PILOT: The ND Youth Entrepreneurship Education Program has successfully been providing early entrepreneurship education since 2006. Mini-Society has been available to classroom teachers since 1998, but scheduling and funding have been barriers to full implementation.

COMPREHENSIVE PROGRAM: Early entrepreneurship education for ND youth aged 9-13, teacher training, community partnerships for enhanced educational opportunities, micro loans for young entrepreneurs.

MEETING GROWING DEMAND: The program has grown from one camp in '06 to seven camps in '09. We have requests for at least four more.

POPULAR PROGRAM: Community leaders, parents, youth and entrepreneurship centers eagerly support our efforts based on demand for growth and participant's evaluations.

STATEWIDE SCOPE: The program will provide opportunities for youth in 13 Legislative Districts this summer and more with natural growth.

EQUITY OF OPPORTUNITY: We are satisfying the real need for entrepreneurship education & financial literacy instruction as essential components of personal and community development - especially in rural North Dakota.



NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

Purpose

1. **To expand opportunities for North Dakota's K-8 youth to experience entrepreneurship** and practice the skills and attitudes associated with success: ***opportunity recognition, intelligent risk-taking, resilience, creativity and collaboration.***

2. **To instill in North Dakota's youth a sense of ownership** through direct experiences in managing personal economics, running a business, community development and civic leadership.

3. To **teach** teachers and parents about the need for and the **benefits of early entrepreneurship education**.

Outcomes

* All participants experience real entrepreneurship, business management, active citizenship and leadership. They **understand the natural connections between education and personal aspirations**.

* Young entrepreneurs become **more resilient and self-confident** as they practice the give-and-take of real life. They learn to trust their own ability **to direct their learning and their lives**.

* **Entrepreneurship becomes a real career option** and entrepreneurial thinking becomes a practical strategy for resolving personal and community problems.

* Youth, parents and teachers understand that **early entrepreneurship education makes sense**.

* Youth and business, education and government leaders **form mutually beneficial relationships.**

* Youth are prepared to **take advantage of local entrepreneurial opportunities while still in school**.

* Supports the Center for Community Vitality's mission ***"to help create vital North Dakota communities"*** and The Center For Innovation's mission ***"to maintain national leadership in entrepreneurship outreach and education"***.

Supporters & Sponsors

The Dakota Foundation

UND
Center for Innovation

NDSU EXTENSION SERVICE
Center for
COMMUNITY

North Dakota
DEPARTMENT OF COMMERCE

ICB
INDEPENDENT COMMUNITY BANKS OF NORTH DAKOTA

STROMCENTER
DICKINSON STATE UNIVERSITY

Pathways To Prosperity

BOYS & GIRLS CLUB
OF THE THREE AFFILIATED
TRIBES

Entrepreneurial Center

North Dakota Young Entrepreneurs



NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

February 20, 2009

Dear Senate Appropriations Committee Members:

I am writing to you today to ask for your support for youth entrepreneurship education in North Dakota. While we have several marvelous programs in place, including Marketplace for Kids, we do not have such a program at the middle-school level (Marketplace does reach middle school, but Mini-Society adds the rest of entrepreneurship ed. in that kids not only recognize an opportunity, they actually have to take the risk and initiate the venture in the face of risk.) In an effort to fill this gap, Barry Striegel of UND has successfully offered entrepreneurship camps for middle-school youth for the past several years. These camps provide students with yet another exposure to entrepreneurship as a viable career option, as well as building students' leadership and other skills in a hands-on, engaging environment.

There is no need to detail the value of this type of education, as studies have shown the many benefits to students who participate in such programs. I am certain we all agree that the opportunities to apply in-school learning in real-world situations, as well as increased responsibility for their own learning, would be desirable for any student.

As an instructor in entrepreneurship and business at Williston State College, I have seen firsthand the excitement and commitment of students in many disciplines who have been exposed to the risks and rewards of self-employment at a young age. I can only believe that one more opportunity to experience a hands-on experience of entrepreneurship would increase the likelihood students will excel in their educational and professional lives.

The Entrepreneurship Department at Williston State College is delighted to host a Mini-Society Summer Camp this year, and hope it will become an annual event. We are confident this investment in our middle-school youth will pay great dividends to our state in the years to come.

If I may comment further, please do not hesitate to contact me.

Thank you,

Maeve MacSteves
Coordinator & Instructor
Entrepreneurship
Internship & Cooperative Education

TWIMC,

Barry Striegel's Mini-Society is a very innovative way for children to take classroom concepts and apply them to everyday life. Not only do the students have to use their critical thinking and problem-solving skills, they have fun doing it because it is "theirs". They have to come up with their town, type of government, currency, taxes, and make all of the decisions democratically that go along with all of these ideas. Their cooperation in making community decisions aides them in understanding how our local and national government works.

Once they have determined their town and government, then they had to decide what type of business they will start along with all the other decisions that go along with that; cost, prices, taxes, partners, rent, and location. This entrepreneurship involves how resilient they are, their business-sense, knowledge of their community, and if they have a knack for the business world.

During the time that they are making their decisions, Barry and the teachers serve as facilitators. We let them lead, decide, and come up with solutions to their problems. At the end, we ask for feedback and what they have learned during this experience. That gives them time to reflect on what they've done and what they want to do. Barry also ties all of their lessons into subject areas, especially math and social studies.

Our students LOVED their time in mini-society so much last year that they asked if they could continue it again this year. This, in itself, showed how effective and important it is for the kids. In this setting, the students took ownership of their work, learned practical application of key math and social studies concepts, and had to work with others during this process. This has been a valuable, real-life learning experience.

Sincerely,

Mrs. Brereton

Betty Penman
1105 Belmont Road
Grand Forks, ND 58201
(701)772-5599

To whom it may concern:

Is it possible to teach children "real-world" concepts in a way that captivates their attention? Can learning be "fun" as well as educational? The answer to both these questions is an emphatic YES!! Barry Striegel's Mini-Society is a great way for children to learn these practical skills in a safe and fun environment. Let me tell you about his summer entrepreneurial camps and why children love them so much.

Last summer I had the opportunity to work as a facilitator at one of Barry's Mini-Society camps. These camps are highly organized and very professional. Barry and his staff helped the children establish their own town and businesses. The kids were encouraged to develop ideas and find solutions to "real-life" situations and problems. Each morning Barry would teach a different lesson. His topics included things like: community development, democracy, lessons in ownership, how to run a business, scarcity and economics, advertising, etc. Barry ties all of his lessons into subject areas learned at school, especially math and social studies. Children developed leadership skills and self-confidence during this two week period. It was amazing!!

The children loved being at camp! Everything revolved around "their town." There was such a sense of pride and ownership. They had to come up with a name for their town, as well as a flag design, currency, government, payroll, and taxes. City leaders were chosen and voted into office. All decisions were made democratically at the town council meetings. Children were encouraged to "start their own business." They did this by thinking of something that would benefit their town and community. I can't even begin to list all the different "businesses" we saw during this time: book stores, candy shops, toy stores, jewelry and gifts, a mini-golf course, newspaper, etc. Some businesses did quite well; others did not. Yet each one was a learning opportunity. From these experiences the children learned about life in the real-world. It is the most practical "hands-on" classroom that I have ever been involved with!! It is exciting to see children learning and growing in such a creative way! At the end of camp, the children were so sad to end their town. They are all looking forward to next year. That, in itself, proves how very important and beneficial this program is!

Mini-Society is a way for children to develop critical-thinking and problem-solving skills in a way that is fun and educational. But more importantly, they are developing skills that they can use as future business leaders! This camp can inspire them for the future... these kids <u>are</u> our future! In this type of environment, children learn about democracy and the American dream. They are taught to believe in themselves and to work cooperatively with others. It is a "win-win" situation. I would encourage you to support Barry Striegel and his Mini-Society. He is truly making a difference in the hearts and lives of children. Thank you for your consideration.

Sincerely,

Betty Penman

To: Whom it may concern

Fr: Monte Delmar Fredericks

Re: Barry Striegel's mini society program

Last summer 2008 I was honored to be a part of the mini society that took place on the Fort Berthold Indian Reservation, as a camp facilitator. I was literally amazed at the energy and vigorous knowledge of the middle school students when it came to running their own business, everything from day one began with a short session on how to set up the various activities and then moved rapidly into business as usual. The students had a variety of businesses going in no time, and in some cases several, because some of the original ideas didn't work out so well. That never got them down they were able to fully create another opportunity within minutes and apply it the very next chance they could. One student in particular had at least seven individual businesses in which he acted as a partner and as single owner.

The heavy emphasis on the accounting of the businesses gave the students a big jump on how to account for themselves, which every person needs to know so they can properly budget themselves throughout life. And the minute exchange of Blanca bucks (the local town currency) gave them an interesting learning experience with what to them became real currency. And as the week progressed and businesses had to begin to become more competitors then allies, they learned about supply and demand and interesting marketing forces like monopoly and what people are willing to pay and several other interesting market related factors.

And when the community realized a problem they wrote it on a special place reserved for the town council held every day to address such issues as they came apparent. The students voted and participated in their ideal community and were able to deal democratically with issues that could have become problems in a normal everyday setting like cell phone usage during business hours, and just how much everyone should receive for doing special community service jobs like keeping your area neat and clean.

All in all the students at Fort Berthold Indian Reservation were understanding, and quick learners. Their personal and business accounting books, the stuff I helped to oversee were almost always done and I never had any problem getting them to understand about credit / debit, income, payments, and other accounting ideas. All of which are part of entrepreneurship. Barry and the creator of mini society have really made a great program for all school aged children.

Sincerely Monte D. Fredericks

Mini-Society® Instructional System

Learning by doing is the crucial element in Mini-Society®, a system designed by Dr. Marilyn Kourilsky. Participants experience real entrepreneurship, economic development, community building and leadership. Mini-Society is neither a simulation nor a game. It is real life. Mini-Society citizens, both youth and adults, establish their own real town, open their own real businesses and create their own real money system to facilitate the flow of goods and services. They learn how to recognize opportunities within their community and how to take advantage of those opportunities for personal benefit and community growth. Initiating economic enterprises and collaborating to make their community better create challenges that naturally occur to any group of entrepreneurs, consumers, producers and civic leaders. To resolve these questions and problems, citizens deliberate in regular Town Council meetings.

Trained facilitators recognize all these experiences as trigger events for teaching entrepreneurship, economics, free enterprise, ethics and civics plus grade-level math, social studies, language arts and technology concepts. Mini-Society provides daily problems without programmed solutions helping to foster more confident, self-sufficient, optimistic and productive individuals and competent, collaborative young citizens. **Because the experiences are personal, relevant and active, youngsters relish living and learning in a Mini-Society where they experience how to play a purposeful and rewarding role in life.**

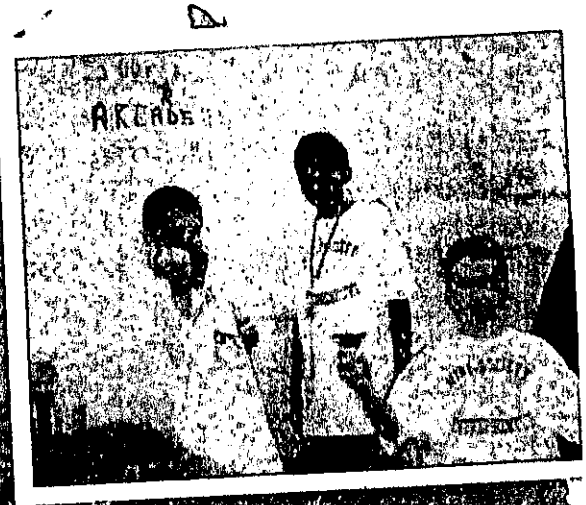
To learn how you can influence and support entrepreneurship education in North Dakota, contact:

Barry Striegel, Director,
Youth Entrepreneurship Education Project
UND - Center for Innovation
701-741-6985
b.striegel@und.edu

It's my town!

"My son never gets excited about much. We practically had to drag him the first day. He loved it! He was up and ready to go





Ownership!

"Our students LOVED Mini-Society! They took ownership of their work and learned practical applications of school lessons.

This is real-life.

Entrepreneurship!

"Kids discover their ability to create change. Mini-Society is taught from an alternative perspective so children become comfortable taking educated risks - the true foundation of successful entrepreneurs."

Camp Facilitator & Entrepreneur



Leadership!

"I learned that a voice can be heard even how small."

Mini-Society Camper



Mini-Society Young Entrepreneur Summer Camps

North Dakota
Youth Entrepreneurship
Education Program

Barry Striegel, Director
UND-Center For Innovation
4200 James Ray Drive
Grand Forks, ND 58203

701-738-4812
b.striegel@und.edu

2009 Summer Camp Dates:

Grand Forks	June 1 - 12
Parshall	June 8 - 12
New Town	June 15 - 19
Dickinson	June 22 - July 2
Williston	June 29 - July 2
Belcourt	July 6 - 10
Ft. Yates	July 13 - 17

