

2009 HOUSE EDUCATION

HB 1276

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. **HB 1276**

House Education Committee

☐ Check here for Conference Committee

Hearing Date: **January 19, 2009**

Recorder Job Number: 7212

Committee Clerk Signature



Minutes:

RayAnn Kelsch, District 34, introduced HB 1276. This bill authorizes an appropriation of \$2.5 million for after school programs. We did have a bill last session and there were a lot of questions about how these programs were actually working, how they were being administered, and whether or not we had enough information at that time to provide an appropriation. During the interim the Interim Education Committee heard lots of information regarding the benefits of after school programs. There are a lot of school districts that have this program and they certainly know the benefits. The value of these programs is probably most prevalent after the implementation of NCLB (No Child Left Behind). One of the requirements on school districts is that all of their students meet AYP and the after school programs became an integral part of maintaining that AYP or addressing AYP issues as they came up. This \$2.5 million would be included in the DPI budget and is outside of the recommended budget request; however, it is my hope that this will be included.

Representative Lois Delmore, District 43, testified in favor of the bill. I was going to draft such a bill when I found Representative Kelsch had already done so and she was kind enough to let me lend my name to it. After school programs are very important in my district in Grand Forks. We are looking for money for those programs. NCLB will make these programs more valuable than ever.

Representative Joyce Kingsbury, District 15, testified in support of HB 1276. I visited our after school programs and I can see the benefit for these children.

Dale Patrick, assistant director, DPI, provided testimony in support of the bill.

(Attachment 1) His testimony included information charts and data on current programs.

Don Vangsnes, DMD Associates, testified in favor of the bill. (Attachment 2)

Clyde Naasz, assistant superintendent, Ft. Yates Public and Standing Rock Community School, testified in favor of the bill. We are part of the Missouri River 21st Century program.

The program has been very, very helpful to our students. Of our K-5 students, 73% are part of this program. We have 85% that are members of this program. We have seen massive things with our student's academics. We are working our way up. In three years we have 18.5% of our students move "not" to proficient in reading. We have a hands on program with technology

assistance. We offer the academics in a different way than they would see it during the day.

The funding is very important. This past year we took a \$15,000 cut in our program. We try to run the program the same we have done in the past—we can't. We've had to start the 2nd week in September and we run out of money the 1st week in May. We would like to run it all year around but you have to have the money to have that happen. The program is not paying for our busses; we are paying it out of other funds. We have had the program for four years and this fifth year we are involved with Missouri River. We've seen a lot of things happen for our students.

Representative Hunskor: Who takes care of the staffing? How do you determine who qualifies? Is it voluntary?

Naasz: It is voluntary. The students apply. We have not turned any students away. Ninety-five percent of our staff is our day staff. It gets to be a long day but they know the students

and students are getting the help they need. Our teachers know where a student is when they need help. That's been very beneficial.

Representative Schatz: Are your staff required to do this? Is it a voluntary situation on their part?

Naasz: It is voluntary—they apply for the position. We have had more staff wanting to do it than we have openings for finance-wise. They have taken ownership and are sold on this program. Behavior of the kids involved in the program is also so much better because they want to be a part of it.

Representative Schatz: What is the compensation for the teachers?

Naasz: We are paying them \$13 per hour. That is our school policy and negotiation agreement. It isn't a lot of money, but we do as we give them a prep hour that they get paid for as well as the hours that they are working. They also feed them a snack and an evening meal. We offer them so much per night.

Representative Rust: Would you say that transportation is problem in rural areas?

Naasz: We run a late bus for athletics and so we run that along with this. Where we run into problems is with it getting to be a very long day for our little kids. It says a lot for our program that they and their parents are willing to put up with it. At our site in Ft. Yates we have 230 kids each night, there are 65 each night at Cannon Ball, and 32 each night at Selfridge. Kids, staff and parents are sold on this program. It also provides a place for students to go after school in case there is no one at home.

Diane Pedersen, teacher at the Finley-Sharon School District, testified in favor of the bill.

(Attachment 3)

Vice Chairman Meier: What do you charge currently for your program?

Pederson: For one student it is \$50 and for two family members it's \$75 per month.

Anna Truax, sixth grade student at Hope-Page Elementary School, testified in favor of the bill. **(Attachment 4)**

Del Quigley, principal, Lincoln Elementary, Dickenson, testified in favor of the bill. I also supervisor the 21st Century grant schools for the REA in SW North Dakota and supervise schools having after school programs not funded by the grant program. There are 394 students enrolled in the region. In Dickenson we are open after school for three hours every day. In the outlying schools such as Beach and Hebron they are open one hour in the morning before school and after school for two hours. In our non-school days we are open for services to children and we have a summer program open for our students and we'll have over 200 students during the summer. Eighty five percent of the families in SW ND and 82% statewide have all adults in the family working outside of the home. Gone are the days when one parent stayed home. In the Dickenson and the SW program, we maintain 65% to 75% educational activities. It is not just a babysitting service. Students are actively engaged. Our community is very supportive of the program. We have 3 major industries that report that since we have started the program they have virtually no parents leaving at 3:15 to transport them to after school or to home where they will be by themselves. And, they have virtually no phone calls from children. Our summer programs are also 65% to 75% academically related. There is much scheduled physical activity. 21st Century grants offers go only to schools that are 40% or greater free and reduced lunch counts. My school, Lincoln, does not qualify so we run ours with parent fees. I have students losing out on this educational opportunity because parents cannot afford to send them. Not qualifying is devastating to small schools. They cannot run a program unless they find outside dollars someplace. There are currently seven grandparents raising children in my school. They need some assistance.

Representative Mueller: Is the curriculum you run pretty much a local call? Do you figure out what you need and put that in place?

Quigley: We figure out what we need on a local level except it is important that the federal mandate is that it be between 60% and 70% academic based. It often ties in with what is taught during the day and supplements that.

Representative Mueller: We see a lot of federal money involved in this. Is that in any jeopardy?

Quigley: Not that I'm aware of. I don't get any of the federal money for my school.

Chairman Kelsch: Last session there was a fear that dollars would be cut or go away. Just as all federal educational monies, we just don't know.

Representative Hunskor: Is the percentage involved equal among the grade levels?

Quigley: As they get older you start seeing less and less. When children start off in the program in kindergarten or first grade they are more apt to stay in as they get older. The parents see the value of their continuing in the program as well. We are seeing an increase numbers in 6th grade. Parents know when they are in safe environment, it's important.

Representative Mock: You mentioned a 1:7 and 1:14 adult to student ratio. Does that depend on the grade level?

Quigley: What social services recommends is 1:14. If I'm running an in-home child care its 1:7. We stay below that 1:14.

Veronica Zietz, executive director of the Arc of Bismarck, testified in favor of the bill.

(Attachment 5)

Chairman Kelsch: Why do you believe that special needs children would be not be included?

Zietz: It would not be specifically that they would be not included; I think there needs to be more outreach. (Unintelligible)

Boyd Strand, Minot Public Schools Learning Center, testified in favor of the bill.

(Attachment 6)

Lori Zahradka, co-project director, Red River Valley Extended School Program, testified in favor of the bill. **(Attachment 6)**

Representative Mock: In a lot of the testimony there is talk about not qualifying for federal funding. Would this appropriation make it so that every school district in ND that wishes to pursue an after school program can have the program without charging a fee to students.

Zahradka: They would probably charge fees but there would some money to give scholarships to families who cannot afford the fees. It would certainly help the economically disadvantaged students.

Representative Mock: What is the fee breakdown in RRV schools per family or per student?

Zahradka: Cavalier which no longer receives any funding, charges \$40 per student per month. In Grand Forks it is \$270 a month. There is a range.

Renee Moon, co project director, Red River Valley Extended School Project: Our fees range from \$15 per month to \$90 a month. She also provided testimony in favor of the bill.

(Attachment 7)

Bruce Murry, lawyer with the ND Protection and Advocacy Project, testified in favor of the bill. **(Attachment 8)**

Marc Bluestone, superintendent of the New Town Public School District, testified in favor of the bill. **(Attachment 9)**

John Leininger, project director, South East Education Cooperative, testified in favor of the bill. **(Attachment 10)**

Hearing closed.

Karen Alm, SEEC After School Outreach Coordinator, Page ND, provided written testimony in favor of the bill. (Attachment 11)

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1276

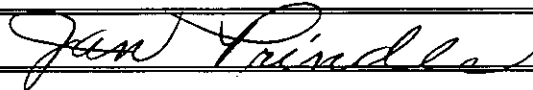
House Education Committee

☐ Check here for Conference Committee

Hearing Date: **January 19, 2009**

Recorder Job Number: 7246

Committee Clerk Signature



Minutes:

Chairman Kelsh opened discussion of HB 1276.

Representative Hunsakor: When we think of all the students needing academic help in ND. They are frustrated in the lower grades and they are having difficulty. Maybe \$2.5 million is cheap. Maybe we need more. You think of the frustration of kids and parents when these kids go through school for 8, 10, 12 years; if that could be avoided. You think of the cost of remedial work. If kids get the right start they will be able to handle the ordinary course work, otherwise they may be getting special needs help for many years. With the frustration that goes with it, you think of potential dropouts if they don't get the right start. There is just a host of things that may not always involve money; but it involves kids, parents, and frustrations. I certainly would support more than \$2.5 million because of what it could mean over a period of years.

Chairman Kelsch: I did hear funds are going to be cut; but, when I met with Linda Darling-Hammond, President Obama's education advisor, she indicated that these programs were actually going to receive more money under his administration. That was in July. With the economic stimulus package and if that puts some money toward education, it may be that these types of programs are going to receive more money because they are such a value. We

probably won't see education funding for a while. The way I came up with \$2.5 million was meeting with after school program people this summer.

Representative Mueller: I, too, think it's a great program and certainly don't want to do less than that. There's a difference. I think the \$2.5 million allows students that wouldn't necessarily qualify under the federal government's program to be involved in this. This allows us to expand that a bit.

Representative Schatz: I am concerned with HB 1230 and this. Neither of them was in the Governor's budget. Is there a reason they weren't?

Chairman Kelsch: HB 1230 was brought from the legislators in that area and the REA. We had a discussion about after school programs in the Education Commission and I thought we were going to include funding for them, but it did not happen. That's why I put it in as separate piece of legislation. Last year we had a bill for \$5 million but that did not pass. We'll just have to send this to the Appropriations Committee and see if they agree with us not.

Vice Chairman Meier: Are we looking at an amendment to include children with disabilities?

Chairman Kelsch: We need to ask that question. I would interested to know if they have special needs children that are involved in the programs. I think we could probably add a sentence in there as an amendment. It doesn't say they are not included.

Vice Chairman Meier: My question would be if you include those children, would they have to have an instructional aide with them?

Chairman Kelsch: That's one of the questions that we have that we don't know.

Representative Rust: I would think it possible that teaching would address that. If they are placed in the after school program then the support people would go with them.

Dale Patrick, DPI: Yes, it does cost extra money. They do have to follow the IEP. It would be special education money. There is nothing to preclude Special Education students.

Representative Rust: That would be consistent. There are summer programs for them.

Representative Hunsakor: Is there any way to know based on the schools that would qualify, if this would be a major impact in their expenses or this going to be just a small amount of what they would need?

Chairman Kelsch: Dale Patrick said it would serve an additional 1500 kids. I don't know how many school districts that would be. I would assume in a lot of these programs that the school district is paying for staff and you charge fees in all situations.

Patrick: The fee-reduced kids pay nothing. The charges for others vary in the \$40 - \$60 range per month.

Chairman Kelsch: I think they were right when they stood up there and said that once you get these going in a community and no longer qualify for federal funds the following year the communities really, really work to come up with the resources to keep these going

Representative Heller: Is everybody in this legislative body going to have to approve the funding for this?

Chairman Kelsch: If it's not included during the following year in a budget, then every year we have to come in ask for an appropriation again. If we pass this, I'm guessing it may be included in DPI's budget. That's typically what happens once these programs are successful.

Representative Rust: This is for providing competitive grants so therefore let's not mistake that every school is going to be eligible for this.

Chairman Kelsch: Do we want to add that language in or do we feel comfortable that special needs kids are not included?

Representative Heller: Personally, I would put it in here.

Dave Loyce, superintendent of schools, Minot: You can't eliminate special education or you lose federal money.

Representative Wall: Do you think this is outreach based where if you have a child at home you have to provide some after school program.

Loyce: Not after school. We do provide outreach for children that are homebound where it's medical. . . . If the child's IEP says it's provided, then it is provided.

Representative Mueller: We have a disconnect with the federal language. We talk about after school programs and I think federal funds are for before and after school programs. Is that a change we need to consider?

Representative Hanson: If a home school parent wants to put their student in the program, do you have to accept them?

Loyce: I've never been asked. I'd have to check the federal law because our program is based on that. Truthfully, if they came to me, I would probably say yes. It would seem strange that they keep them home all day long. We have had some that wanted to use us as babysitters and we refused that. They wanted to drop them off from 10 until 11 on Monday or Thursday because mom needs a haircut. We say no to that.

Vice Chairman Meier: How many students in your school system with disability are actually in those after school program? Do you have an instructional aide with them?

Loyce: I don't how many. If it's in their IEP we have an instructional aide.

Chairman Kelsch: Do you think it's necessary for us to add the "before school" at this stage.

Loyce: In Minot's case, it is important.

Chairman Kelsch: How do you staff that?

Loyce: We build it into our schedule. The teachers understand the importance and the demand. They are used to it.

Chairman Kelsch: We will hang on to this as we are the rest of our appropriation bills and then we will prioritize them and determine what direction we are going with money this session.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1276

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 3, 2009

Recorder Job Number: 8544

Committee Clerk Signature

Carmen Hart

Minutes:

Vice Chair Lisa Meier moved to reduce the appropriation from \$2.5 million to \$1 million. **Rep.**

Mike Schatz seconded that amendment.

Chairman Kelsch: One of the issues in the stimulus package that we are unsure of that has been talked about in the senate but don't exactly know what is going to happen with is some funding for afterschool programs for at risk students. I am fairly confident that we will have a program somewhat similar to No Child Left Behind. I know that the afterschool programs have been very beneficial to helping school districts with AYP.

Rep. Karen Karls: I checked on what their budget is. Last biennium it was \$9 million in federal funds. Next biennium is \$7.5 million federal funds.

A voice vote was taken to accept the amendment. The motion carried.

Vice Chair Lisa Meier moved for a **Do Pass as Amended** on HB 1276. **Rep. Phillip Mueller** seconded the motion.

DO PASS AS AMENDED AND REREFERRED TO APPROPRIATIONS, 12 YEAS, 2 NAYS.

Rep. Phillip Mueller is the carrier of this bill.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1276

Page 1, line 4, replace "\$2,500,000" with "\$1,000,000"

Renumber accordingly

Date: 2-3-69
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

House	Education	Committee
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☐ Check here for Conference Committee

Legislative Council Amendment Number 90632.0101

Action Taken ☐ Do Pass ☐ Do Not Pass ☒ Amended

Motion Made By Rep Meier Seconded By Rep Schatz

[illegible]

Total (Yes) _____ No _____

Absent

Floor Assignment

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

Date: 2-3-09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☒ Amended

Motion Made By Rep Meier Seconded By Rep Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch	✓		Rep. Lyle Hanson	✓	
Vice Chairman Lisa Meier	✓		Rep. Bob Hunsakor	✓	
Rep. Brenda Heller		✓	Rep. Jerry Kelsh	✓	
Rep. Dennis Johnson	✓		Rep. Corey Mock	✓	
Rep. Karen Karls		✓	Rep. Phillip Mueller	✓	
Rep. Mike Schatz	✓		Rep. Lee Myxter	✓	
Rep. John D. Wall	✓				
Rep. David Rust	✓				

Total (Yes) 12 No 2

Absent 0

Floor Assignment Rep Mueller

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

Re referred to appropriations

REPORT OF STANDING COMMITTEE

HB 1276: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). HB 1276 was placed on the Sixth order on the calendar.

Page 1, line 4, replace "\$2,500,000" with "\$1,000,000"

Renumber accordingly

2009 HOUSE APPROPRIATIONS

HB 1276

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1276

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 10, 2009

Recorder Job Number: 9060

Committee Clerk Signature

Shirley Brannery

Minutes:

Chairman Skarphol: Called the Committee to order to discuss HB 1276, appropriation to provide after school learning programs.

Rep. Hawken: Motion to Do Pass.

Rep. Onstad: Second

Chairman Skarphol: Rep. Hawken would you bring us up to speed on this?

Rep. Hawken: You made a comment on HB 1230, that you'd like to see this stay alive and I guess that would be my thought process as well. Whether it stays the same or changes if we move forward. This is an important component and I would like to see us let it continue.

Rep. Onstad: Some of the schools already have it, it's not perceived as a babysitting class. It adds to an after school tutorial program and really is adding to students' grade improvements because they have that additional contact to work on homework, it has multiple benefits and I hope we can pass it.

Rep. Wald: How prevalent is it?

Rep. Hawken: Most of the schools have it and this will aid some of the school districts that don't have a Y program or something that they can pull in. What Rep. Onstad brings out about the tutoring, that is a positive by product of this. It is done in a positive situation. It

doesn't feel so much like school and so the kids feel good about what they are doing. Fargo has had it for a number of years; in some instances parents help us defray the cost. I'd like to see some of the rural communities be able to do some of this.

Chairman Skarphol: Do you think this is designed to offer to new programs as opposed to the existing ones?

Rep. Hawken: That was my understanding, it could be. There was more money in this originally.

Chairman Skarphol: It doesn't say that anywhere in the bill.

Rep. Hawken: It doesn't say that it's not, either.

Rep. Wald: Addressing Joe Morrisette, OMB Staff, Joe, was this in the Governor's? Was there any money for the program and this is additional?

Joe Morrisette, OMB Analyst: No general fund money in the Governor's budget.

Rep. Kroeber: This is an excellent program, we have it in Jamestown basically run by the Y but it is held in the schools. It is a very good program.

Chairman Skarphol: This would be a new initiative, however.

Rep. Williams: Question for Rep. Kroeber, up through ninth grade?

Rep. Kroeber: Ours are not through ninth grade, ours are through the elementary grades. They are basically K-5.

Rep. Williams: Same as in Wahpeton. I didn't understand up through ninth grade.

Rep. Wald: I have a grandson in the Dickinson system and is this cookies and the milk after class ends until 5:00 when they can be picked up and the little nap on the mat and all that kind of thing? My son pays for whatever the little fee is.

Rep. Hawken: There are different after school programs. It could be. There are also after school programs that are more tutoring. They may well have an after school snack. It is not babysitting. It is activities, it is tutoring, and it is a number of things. It does depend on the ability to pay.

Rep. Wald: Would you object if we said through grade 6? I move that amendment.

Chairman Skarphol: We have a motion to change that to grade six on line #9. Is there a second?

Rep. Williams: Second.

Chairman Skarphol: Further discussion?

Rep. Onstad: I am going to oppose that because junior high is pretty critical. Right after school, they start getting into trouble, etc. We would lose that if we don't keep it at grade nine. I'm gonna resist the amendment.

Chairman Skarphol: Take a roll on the amendment, to change it to grade six.

Do Pass: Yes 5, No 3, Absent 0. Motion carries.

Chairman Skarphol: What are the Committee wishes on the bill?

Rep. Hawken: Do Pass as amended.

Rep. Onstad: Second.

Do Pass: Yes 7, No 1, Absent 0. Motion carries. Carrier: Rep. Hawken.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill No. HB 1276

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 11, 2009

Recorder Job Number: 9285

Committee Clerk Signature



Minutes:

Chairman Svedjan reopened the hearing on HB 1276.

Rep. Hawken: this bill has an amendment 90632.0201 which replaces on line 9 the number 9 with 6. (See attachment) **Motion Made by Rep. Hawken to move the amendments;**

Seconded By Rep. Wald.

Rep. Hawken: this simply changes the grade level that this bill would affect. This bill deals with after school programs. It is a granting program and is something that we would like to keep up and around because of the positive aspects it has added in other areas. It could be affect by stimulus money. This is a grant program to allow schools to have after school programs. These programs are more of a tutoring program.

Rep. Bellew: This would not take the place of a day care or something like that.

Rep. Hawken: They do tutoring and they would be learning things with the students that are there. It is not extended day care. It is a program.

Rep. Dosch: Do we know what we are anticipating increasing the funding right now with K-12? I find it difficult to think they cannot find it in their budget to do this now. What kind of an increase in new dollars are they looking for to do this?

Rep. Hawken: I think the increase is in the neighborhood of \$110 million. That is because of moving to the 70%.

Rep. Berg: I think Fargo already has these.

Rep. Hawken: they already have this. It is a grant program. There are a number of groups that would like to have this but don't have a Y that can do it. This would provide some funding to do that. I am not sure how they envision this totally being done. I do know that the programming for this kind of thing is really positive in the lives of kids. The school district would be the ones putting this together where places don't have a Y. It would be a comprehensive grant.

Voice vote Carried.

Motion Made to Do Pass As Amended by Rep. Hawken: Seconded by Rep. Meyer

Vote 14 Yes 11 No 0 Absent carrier: Rep. Hawken

Hearing closed.

Roll Call Vote #: 7

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. Hauken Seconded By Rep. Onstad

[illegible]

Total Yes 5 No 3

Absent 0

Bill Carrier

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

90632.0201
Title.0300

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
February 10, 2009

VR
2/13/09

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1276

Page 1, line 9, replace "nine" with "six"

Renumber accordingly

Roll Call Vote #: 7

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

Committee

☐ Check here for Conference Committee

Amendment being drafted

☒ Amended

Rep. Onstad

[illegible]

/

Rep. Hawken

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

Amend line 9 in the bill to read:
programs for students K-6

Date: 2/4/09
Roll Call Vote #: _____

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 90632.0201

Action Taken Adopt Amendment .0201

Motion Made By Hawken 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) _____ No _____

Absent _____

Floor Assignment _____

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

Voices Vote - carries

Date: 2/11/09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 90632.0201

Action Taken No Pass as Amended

Motion Made By Hawken Seconded By Meyer

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) 14 No 11

Absent 0

Floor Assignment Hawken

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

REPORT OF STANDING COMMITTEE

HB 1276, as engrossed: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 11 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1276 was placed on the Sixth order on the calendar.

Page 1, line 9, replace "nine" with "six"

Renumber accordingly

2009 SENATE EDUCATION

HB 1276

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 1276

Senate Education Committee

☐ Check here for Conference Committee

Hearing Date: March 3, 2009

Recorder Job Number: 10031, 10080

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on HB 1276. All members were present.

Dale Patrick, Assistant Director, Department of Public Instruction, testified in favor of the bill.

See written testimony.

Senator Lee asked if the Department of Public Instruction has funding in their budget for these after school programs.

Dale Patrick said the department has no state funding for after school programs. It is all federal dollars specifically identified for after school programs.

Senator Lee asked why this wasn't included in the Department of Public Instruction budget if it was a priority for them.

Dale Patrick said because it was a federal grant and there have not been any state dollars in the program. They didn't look at it.

Senator Taylor asked how many school districts would meet the 40% free and reduced criteria.

Dale Patrick said he is not sure, probably about 50%. We have 200 school districts and half are currently qualifying.

Senator Taylor said on page 6 of the testimony, in some categories the ESP starts out higher than the others, so they are not in the programs because of low scores?

Dale Patrick said it could be because of poverty, they have to meet the 40% free and reduced and it does not necessarily mean they were low performing.

Senator Flakoll asked how many students were involved in Cannonball.

Dale Patrick said he doesn't know.

Senator Flakoll said the language in the bill says this is for K – 6. What are we doing for those with developmental disabilities that would be beyond the scope of those grades for after school programming?

Dale Patrick said any student who wishes to participate in the after school program is allowed to participate under the same conditions as regular school attendance.

Senator Flakoll asked why there is the K – 6 language.

Dale Patrick said Representative Kelsch put it in the bill because the majority of the students who attend the after school program are in grades K – 8. Older kids typically have other activities after school and they are not interested in the program.

Senator Flakoll asked about the qualifications, is it free and reduced or is it academic deficiency based.

Dale Patrick said it is both. If a school has 40% free and reduced, all students qualify. If a school is low performing, all students qualify. Some schools who qualify choose not to participate. Sometimes they could not get staff because the Department of Public Instruction strongly recommends they use certified teachers in the programs and they are difficult to get for some school districts.

Bruce Murry, North Dakota Protection and Advocacy Project, testified in favor of the bill. See written testimony.

Veronica Zietz, The Arc of Bismarck, testified in favor of the bill. See written testimony.

Senator Bakke asked if there are waiting lists for the programs.

Veronica Zietz said she is not aware of whether or not there are waiting lists. She has heard concern expressed by parents of children with disabilities that they don't feel activities are always inclusive or there is not enough outreach to get them involved.

Senator Bakke asked if there are cases where students have been denied participation in the programs.

Veronica Zietz said she does not know of specific cases where participation has been denied. They have expressed to her they do not feel activities are inclusive enough for children with disabilities.

Senator Flakoll asked about the reference in her testimony to outreach to children with disabilities "and their families". What is the meaning of "and their families".

Veronica Zietz said it means if the students are benefitting, the families are benefitting, too.

Representative Delmore testified in favor of the bill. She is a teacher at Red River High School and her son has gone through the Grand Forks system. She knows the benefit of after school programs.

Bev Nielson, North Dakota School Boards Association, testified in favor of the bill. They have a resolution in support of after school program funding. Everyone wants better academic results from our kids. With at risk students particularly, if we don't start doing some things differently, we can't expect different results.

Senator Flakoll asked her thoughts on language specific to students with developmental disabilities.

Bev Nielson said with the requirements for inclusiveness of students with disabilities, she would be surprised if they were not included. This is the first she has heard about it.

Warren Larson, North Dakota Council of Educational Leaders, testified in favor of the bill. The Williston Public Schools have been involved with the program for a number of years. They

saw their test scores rise measurably. This fills a real niche in the community. Students with disabilities were an issue early on because it is very costly but they tackled it head on and provided programs for them. The bill would help with excess costs.

Senator Flakoll asked what test scores went up.

Warren Larson said their MAP test scores went up measurably. He can't quote NAPE exactly.

Senator Flakoll asked his thoughts on students with developmental disabilities.

Warren Larson said the first year it was an issue they dealt with. They did not deny them privileges; they had to determine ways to meet their needs. When you move into after school, you don't always get your teachers, they struggled with staffing. They were able to do it. He couldn't see how they could or should be denied.

Marc Bluestone, Superintendent of New Town Public Schools, testified in favor of the bill. See written testimony.

Senator Flakoll asked if the stimulus money will target after school programming.

Marc Bluestone said with all the rhetoric with the stimulus package, some of the title funding they were relying on for the first go around, their school district would benefit about \$110,000 each year for two years, is now seeming to go to a competitive grant. It is hard to tell what is going to happen next.

Senator Taylor said 125 students are doing the academic tutoring and enrichment, how many students are doing the physical and cultural enrichment? Does he find when kids are physically active, does that improve their academics?

Marc Bluestone said they require all the students that go to the boys and girls club to participate in an hour and half of "power hour", homework and reading, before they get to the

other programs. A recent study in their school district, a part of their preparation to write a

Carol White physical education grant, that shows 65% of their students are not healthy, that are obese and the extracurricular activity helps their health and helps them rest at night.

Senator Bakke asked how much money they get through the 21st Century grant.

Marc Bluestone said this go around, a 3 – 5 year funded grant; they got \$541,000 for all the schools. He was the primary grant writer. Previously, they had another 21st Century grant for a 5 year project that was \$2 million that included all the schools on the reservation. All the schools are on high poverty level and other at risk factors. There are additional tribal funds that go to after school activity and the school district allocates \$100,000.

Senator Bakke said the bill is for \$1 million. If he is spending \$500,000, would the \$1 million be substantial enough? How much school district money goes into the program?

Marc Bluestone said \$100,000 and that also includes their summer activities. They have 18 teachers hired, their hourly rate is from \$21 - \$39. The original House bill had an appropriation of \$2.5 million and that would have been a more accurate range. They are fortunate, on the Fort Berthold reservation, they do not charge anything to the families to participate. Other programs have to charge. In New Town, they provide meals and snacks and transportation. It keeps the children safe.

Fern Pokorny, North Dakota Education Association, testified in favor of the bill. Anything that can help expand the program would help. If fully funded, it would serve 7000 kids, it serves 5000 now. She provided charts showing funding changes (attached).

Kari Helgoe, Site Director, Cavalier Extended School Project, testified in favor of the bill. See written testimony.

Dr. Larry Nybladh, Superintendent of Grand Forks Public Schools, testified in favor of the bill.

He focused on the academic portion of the Grand Forks program. Until last year, Title 5 supported their after school program from the federal government. That title no longer exists.

There are no monies available currently nor will there be in the stimulus program. In 2003 the Grand Forks Public Schools received \$119,000 for this program. In 2007 they received \$32,000. In 2008 they received \$0. As a new superintendent to the district, he was confronted immediately with the problem of what to do about that. They had a history of a highly successful program. As a new superintendent he was met with a lot of requests. This was one exception he made to their budget despite the fact he was asked by the school board for a 5 mill reduction in the budget in his first month on the job. These are kids that are the neediest in the district academically. He allotted \$10,000 to keep the program alive. He has staff that volunteers their time to keep the program alive this year as they look for a solution. In Grand Forks they used the former Title 5 funds to develop and maintain school homework clubs. They focus on academic skills and getting homework done. These were targeted to non Title 1 schools. Title 1 schools will see stimulus dollars and get money for after school programs. \$10,000 doesn't cut it in their district, he suspects \$1 million won't cut it across the state but at least it is a sign of support. In a Grand Forks study of these programs the last 3 years, based on the assessment of teachers, of 253 students, 100% of the teachers were surveyed, the improvement was: 68% improved in turning in homework on time, 63% improved on completing homework to the teacher's satisfaction, 60% improved on participating in class, 58% improved on volunteering in class, 32% improved on attending class regularly, 54% improved on being attentive in class, 53% improved on behaving in class, 72% improved on achievement tests, 59% improved on coming to school motivated to learn, 57% improved on getting along well with others. It is money well spent.

Jack McDonald, YMCA's of North Dakota, testified in favor of the bill. They support activity

programs for school children, especially after school programs.

Kayla Pulvermacher North Dakota Farmers Union, testified in favor of the bill. See written testimony.

Ned Strand, Minot Public Schools Community Learning Centers Site Coordinator, testified in favor of the bill. See written testimony. He also submitted the testimony of Mike Anderson, Minot Public School Community Learning Center Site Coordinator.

Chairman Freborg closed the hearing on HB 1276.

Later in the day, Chairman Freborg opened the discussion on HB 1276.

Senator Flakoll asked Senator Bakke if there is a need for language for those with disabilities.

Senator Bakke said she is ok without the language. The IEP is in effect. She doesn't know of any kids denied access to these programs.

Senator Flakoll asked if a 14 year old above grade 6 could participate in the program.

Senator Bakke said a 14 year old in grades K – 6 could participate. If the 14 year old was in 8th grade, they could not participate. All kids K – 6 can participate.

Senator Flakoll asked if excludes students over grade 6.

Senator Bakke said yes.

Senator Freborg asked if the federal funding dried up.

Senator Bakke said yes, they were put towards the war effort.

Senator Flakoll said preliminary talks are that this is high priority area from some of the new work being done at the federal level. That is why it is important to have a vehicle here.

Senator Bakke asked if we have this in place and there is other federal money, we would have a vehicle to filter it through.

Senator Flakoll said there are a lot of "we don't knows" out there. In talking to the prime

sponsor on the way to lunch, it seemed it was important to keep this moving forward to insure our eligibility for federal dollars stays intact.

Senator Bakke said the bill started at \$2.5 million.

Senator Flakoll moved a Do Pass and Rerefer to Appropriations on HB 1276, seconded by Senator Taylor.

The motion passed 5 – 0. Senator Bakke will carry the bill.

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

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1376

Senate	Education	Committee
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☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken No Pass and Reread to Appropriations

Motion Made By Sen. Flakoll Seconded By Sen. Taylor

[illegible]

Total (Yes) 5 No 0

Absent 0

Floor Assignment Ser. Betke

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

REPORT OF STANDING COMMITTEE

HB 1276, as reengrossed: Education Committee (Sen. Freborg, Chairman) recommends DO PASS and BE REREFERRED to the Appropriations Committee (5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1276 was rereferred to the Appropriations Committee.

2009 SENATE APPROPRIATIONS

HB 1276

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1276

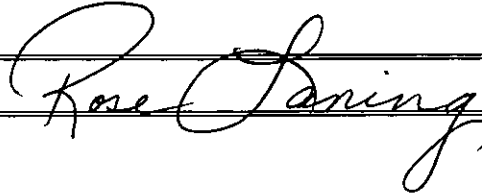
Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: March 13, 2009

Recorder Job Number: 10896

Committee Clerk Signature



Minutes:

Chairman Holmberg called the committee hearing to order on HB 1276 which was an appropriation for afterschool learning programs.

RaeAnn Kelsch, State Representative, District 34

When this bill was first heard in the House, I introduced it with \$2.5 M dollars. The House reduced that to \$1 M for after school learning programs. The bill is short but I want to give you a bit of history. Most of you know what afterschool learning programs are, but I want to give you further information about the validity of them and the need for this appropriation to pass. The State of North Dakota currently receives \$5.3 M dollars annually and funds eight grants across the state. These are federal dollars and there are about 100 schools that currently participate in the after school programs. There are more than 5,000 students that are enrolled in before and after school programs and with this additional funding, \$2.5 M, there would be about 1500 additional students that could get into the program. Basically, when you look at some of the issues that are in No Child Left Behind, it provides academic enrichment including tutorial services for students. It also offers students a broader array of additional services programs, activities, such as youth development activities, drug and violence prevention, counseling, arts, music and recreational programs. These programs are designed to reinforce and complement the regular academic program for participating students. We do have

performance indicators that must be met for these programs. One is achievement; a student regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports. Another is behavior; the students must show improvement on measures such as, school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors. There are core educational services; more than 65% of the centers will offer high quality services in the core academic areas. An example would be reading or literacy, mathematics and science. There is enrichment and support activity; more than 85% will offer enrichment and support activities such as nutrition and health, art, music, technology and recreation. Community involvement; all centers will establish and maintain partnerships within the community to continue to increase levels of community collaboration in planning, implementing and sustaining the programs. Services to families of eligible students; more than 85% of centers will offer services to families with eligible students. Extended hours; all centers will offer services at least 15 hours/week on average and provide services when school is not in session, such as during the summer and holidays. High need communities; all centers will serve students that attend schools that are in need of improvement or are from schools that need or exceed 40% free and reduced meals. Each one of the grantees is required to have a sustainability plan on file with the department and currently the grants that were awarded last year were awarded for a period of up to five years. Then there would be a competition to distribute the funding to those grantees again after they submit their applications. The grants can be awarded for three to five years and they must be awarded to schools identified as high poverty or low performing. What we are seeing with these after school programs is that test or performance results are showing that the students are falling more into the proficient or highly proficient than the students that are not participating in the programs, so these are very valuable programs.

When we look at the southwestern part of the state, we had about 85% of the families in that area that has school aged students where both parents are working. This gives students the opportunity to receive the necessary skills that they need to be successful. One question that may come up is why wasn't this in the DPI budget. It is not the traditional K12 funding. It does not fall into that category. These are competitive grants that are applied for, so they don't necessarily fall into the traditional K12 funding.

Senator Warner: I'm trying to envision how this fits in with the stimulus dollars, do those grants flow directly to the schools, but use of questionnaire and the superintendent of public instruction? They seem to follow some of the same pathways that high needs schools meet and disability schools receive a disproportionate share of the stimulus money anyway. Is this mechanism already in place with a greater sum of money or is there a discretionary funds within the department that the department receives the stimulus that they can dole out.

Rep. RaeAnn Kelsch: It is my understanding that this is a federal program that is already set up and so the federal dollars come to the department of public instruction where they have a competitive grant process that they go through. The \$5.3 M comes directly to the department, so this \$1 M dollars is obviously general fund appropriations. The stimulus money, as I understand it, will not go to the afterschool programs. It does not qualify.

Senator Wardner: Aren't there some programs in place now that do after school, like Latch-key or community action? Are you aware of them?

Rep. RaeAnn Kelsch: The programs that we talked about in our committee were the programs that are directing funds through the school districts. I believe Latch-key is more of a private sector program sometimes run through daycare or sometimes through Parks and Rec.

Senator Christmann: Are the people who are working with these students additional people that are hired in most cases or are they the regular teachers who are being paid additional money?

Rep. RaeAnn Kelsch: These are typically teachers in the school district who have taken on the responsibility and will come in after hours to work. In some of the cases that we've heard, it's not necessarily the same teachers all the time. Some may be flexible and you might end up with different teachers in there. But they are people who are compensated in some cases and some aren't. So some are volunteers, but most are compensated.

Rep. Joyce Kingsbury, District 16

I want to lend my support to this bill. It is very important to our area. I have visited the classroom in Grafton and I can see it's a very well used program. They are playing, studying, and using computers, very disciplined. I was impressed with the program. I hope the program can continue.

Dale P. Patrick, Department of Public Instruction

I wanted to answer Senator Wardner's question about the Latch-key program. The Latch-key program was discontinued by the federal program in 1998 in lieu of this program. In 1998 they established what was known as the Century program because they saw school's empty after 4:00 at the end of the day. They saw this as a waste of resource and wanted to fill up the schools with kids. So the afterschool programs began and the federal government ran the program for four years. In 2002, because the program became so large, the federal government then turned it over to the states. There are certain requirements and each one of the states now manages the program.

Senator Krebsbach: Has their been funding included for this in other areas in education in the past?

Dale P. Patrick: There has been very little funding to afterschool programs in the past.

Sometimes certain schools can use a little bit of their Title I funds. That is limited because it has to be a Title I school.

Senator Krauter: Do you have to have a certain percentage of your students Title I eligible to be a Title I school? What is the criteria?

Dale P. Patrick: Yes, you do and I can't remember the number but there is a certain percentage. In our program, the way our grant was written, 40% of the kids have to be on the poverty level and use the Free and Reduced School Lunch. We use that standard and we also added the school improvement or Title I.

Senator Krauter: What's the Title I eligibility?

Dale P. Patrick: I don't know. I don't do much work in the Title I area.

Fran Pokorny, North Dakota Education Association

Testified in favor of HB 1276. No written testimony, but handed out chart showing federal money distributed to ND and number of children served by No Child Left Behind – see attached # 1.

V. Chair Grindberg closed the hearing on HB 1276 and stated that this bill will go to the subcommittee on the Department of Public Instruction.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1276

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: April 2, 2009

Recorder Job Number: 11646

Committee Clerk Signature

Rose Loring

Minutes:

Chairman Holmberg opened discussion on HB 1276.

Senator Wardner moved Do Not Pass.

Senator Robinson seconded.

A Roll Call vote was taken. Yea: 13 Nay: 0 Absent: 1

Senator Robinson will carry the bill.

Chairman Holmberg closed the hearing on HB 1276.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1276

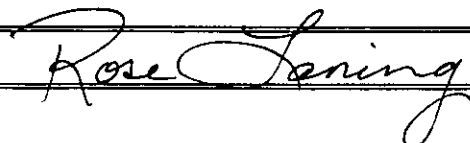
Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: April 6, 2009

Recorder Job Number: 11740

Committee Clerk Signature



Minutes:

Chairman Holmberg called the committee to order. Roll call was taken and he opened discussion on HB 1276.

We passed out the other day on the information that was provided by NDEA on HB 1276 which deals with afterschool programs and the information was that the money could be used for all children for afterschool programs. Since that time, the department has provided some pretty overwhelming evidence that stimulus money can be used for any kind of afterschool program, but it only can be used for afterschool programs for Title I students. The bill is on the calendar today for a Do Not Pass 13-0, and I know that there were a few people who are uncomfortable with the Do Not Pass and would prefer to have voted "No" on the Do Not Pass. The best I can do is we can amend the report of the standing committee to have a different vote and you can change your vote that was in the record here for the committee. Someone else can carry the bill.

If you voted "yes" on the committee report and would rather be recorded as voting "no", would you raise your hands? There are six "no" votes.

V. Chair Grindberg: Voted 'no' on the bill?

Chairman Holmberg: No. Those that voted "yes". We all voted yes, except one person on the bill itself. Now they would rather be recorded as "no" and the committee report will record

you as having voted "no". So the vote 8-6-0 Do Not Pass and I will carry the bill. Thank you for bringing that to our attention.

A Do Not Pass show of hands vote was taken. Yea: 8 Nay: 6 Absent: 0

Chairman Holmberg will carry the bill.

Date: 4-2-09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

Senate Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken ☐ Do Pass ☒ Do Not Pass ☐ Amended

Motion Made By Wardner Seconded By Robinson

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	A		Senator Seymour	✓	
Chairman Holmberg	✓		Senator Mathern	✓	
Senator Kilzer	✓				
V. Chair Grindberg	✓				

Total Yes 13 No 0

Absent 1

Floor Assignment Robinson

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

Vaci

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

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1276

Senate Senate Appropriations

Committee

☐ Check here for Conference Committee

*Show of hands
re-vote*

Legislative Council Amendment Number _____

Action Taken ☐ Do Pass ☒ Do Not Pass ☐ Amended

Motion Made By _____ Seconded By _____

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 8 No 6

Absent _____

Floor Assignment Sen. Holmberg

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

REPORT OF STANDING COMMITTEE (410)
April 6, 2009 8:50 a.m.

Module No: SR-56-6201
Carrier: Holmberg
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1276, as reengrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO NOT PASS** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING).
Reengrossed HB 1276 was placed on the Fourteenth order on the calendar.

2009 TESTIMONY

HB 1276

**TESTIMONY ON HB 1276
HOUSE EDUCATION COMMITTEE**

Monday, January 19, 2009

By Dale Patrick, Assistant Director

328-1644

Department of Public Instruction

*Same
given to
Senate*

Chairperson Kelsch, Members of the Committee:

Thank you for the opportunity to address your committee.

My name is Dale Patrick representing the Department of Public Instruction in support of House Bill 1276. I manage the 21st Century Community Learning Centers Grant (21 CCLC) program funded by the US Department of Education.

This program is sometimes referred to as the Before and After School Program. The State of North Dakota currently receives \$5.3 million annually and funds 8 grants across the state in which nearly 100 schools participate.

There currently are more than 5000 students enrolled in before and after school programming and this additional funding would allow approximately 1500 more students from high poverty schools to participate. Current federal funding for this program is being administer through the Regional Education Associations and has resulted in decreased administration costs. This collaboration has also allowed schools to leverage more funding for student programming.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, the law's specific purposes are to: (1) provide opportunities for academic enrichment, including providing tutorial services for students (students in high-poverty areas and those who attend low-performing schools as determined on the State Assessment) to meet State and local student performance standards in core academic subjects such as reading, mathematics, and science; (2) offer students a broad array of additional services, programs, and activities, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by the community learning centers opportunities for literacy and related educational development.

Objectives identified by the Department of Public Instruction in the performance indicators when the grant was awarded to the State are:

1.1 Achievement. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.

1.2 Behavior. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

2.1 Core educational services. More than 65% of Centers will offer high quality services in core academic areas, e.g. reading and literacy, mathematics, and science.

2.2 Enrichment and support activities. More than 85% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community involvement. All centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

2.4 Services to families of eligible students. More than 85% of Centers will offer services to families of eligible students.

2.5 Extended hours. All centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.

3.1 High-need communities. All centers will serve students that attend schools that are in need of improvement or are from schools that meet or exceed 40% free and reduced meals as defined by School Foods.

Grantees are required to have a Sustainability plan on file with the Department.

Some components of the sustainability plans include a sliding fee schedule with no student being denied access to the program based upon ability to pay or other local funding sources such as actual cash allocations out of the local district budget, transportation costs, and staff to name a few of those sources.

Grants are geographically distributed throughout the State with the south-central region being the exception. There are no dollars available to allow expansion into any other school districts with the current funding allotment. The current grants were awarded this past year for a period of up to 5 years, at which time there would be a competition to distribute funding to those grantees chosen from the applications submitted at that time. Grants can be awarded for 3-5 years and grants must be awarded to those schools identified as high-poverty or low-performing.

At the end of this testimony is data from several schools that currently participate in 21 CCLC programming. The first is a comparison from an elementary school in Mandan, ND using the North West Evaluation Association (NWEA) Measurement of Academic Progress (MAP) scores from fall to spring. These scores are for the same class of students for both math and reading in grades 3, 4, and 5. It is worth noting that in almost all cases, the gain for those students attending 21 CCLC is higher than the gain for those students not attending.

Pages 7-12 list several schools from across the State that are participating in the program and compares State Assessment scores of those students that participate in the program with students from the same school that do not participate in the program. It should be noted that in most cases, students that participate in the 21 CCLC program score more often at the proficient or advanced level than those students that do not participate in the program as the data demonstrates this to be true for both reading and math.

Your favorable consideration of this funding request would allow many more students to participate in extended learning opportunities and promote enhanced academic achievement.

	Fall '05 Math	Fall '05 Reading	Spring '06 Math	Spring '06 Reading	Fall '06 Math	Fall '06 Reading	(+ or -)
3rd ESP	181	173.8	192.2	184.6	193	187	
3 rd rest	185	173.6	190.4	183.3	190.1	183.92	
4 th ESP	190.5	185.25	201.75	198.25	203.5	205.5	
4 th Rest	189.5	181.86	201.25	195	202.125	200.6	
5 th ESP	201.25	199.25	209.75	202.75	209.25	203.25	
5 th Rest	202	195.8	211.35	205	208.69	204.125	

3 grade reading table fall '05- fall '06

ESP	173.8	184.6	187	13.7 increase
Rest <i>(orders)</i>	173.6	183.3	183.92	10.32 increase

3 grade math table fall '05- fall '06

ESP	181	192.2	193	12 increase
Rest	185	190.4	190.1	5.1 increase

4th grade reading table fall '05- fall '06

ESP	185.25	198.25	205.5	20.25 increase
Rest	181.86	195	200.6	18.14 increase

4th grade math table fall '05- fall '06

ESP	190.5	201.75	203.5	13 increase
Rest	189.5	201.25	202.125	12.625 increase

5th grade reading table fall '05- fall '06

ESP	199.25	202.75	203.25	4 increase
Rest	195.8	205	204.125	8.325 increase

5th grade math table fall '05- fall '06

ESP	201.25	209.75	209.25	8 increase
Rest	202	211.35	208.69	6.69 increase

ESP = Extended School Program

Testimony of Donald Vangsnes, DMD Associates
21st CCLC Evaluator
House Bill 1276
House Education Committee
January 19, 2009



Chairman Kelsch, members of the House Education Committee, I am Don Vangsnes from DMD Associates, a research and evaluation firm under contract with the ND Department of Public Instruction to conduct a statewide evaluation of the 21st Century Community Learning Centers – commonly referred to as after-school programs. I am here today to provide some background information and data in support of HB 1276.

A growing body of research and evaluation studies shows that participation in after-school programs can make a difference in students' lives – improving academic achievement, social and developmental outcomes, prevention outcomes and healthy lifestyles. Critical factors in achieving these outcomes include **access to and sustained participation in programs, quality programming and strong partnerships** (Harvard Family Research Project, 2008). After-school programming under the current 21st CCLC umbrella in North Dakota focuses on these critical factors, attempting to provide access to a growing number of schools desiring assistance, but still falling short of meeting the demand.

The 21st CCLC program administered by the ND Department of Public Instruction has placed a premium on evaluating the quality of programming as well. DMD is in its second year of evaluation activities – the first year was spent developing a statewide evaluation plan. This second year has been focused on the implementation of a database that provides comprehensive

and uniform data across programs. At the end of this year, the positive anecdotal evidence will be bolstered by more rigorous and detailed analysis of program outcomes.

Key aspects of the evaluation that are important to support expanded funding for after school programs include a closer examination of the “intensity” (hours per week/month) of students participation in after-school programming. It is the sustained participation that is key to positive outcomes for many students. The current evaluation plan includes this variable in its analysis.

Similarly, the analysis of the amount of time devoted to academic enrichment activities is important. The North Dakota 21st CCLC programs are required to have 65% of their programming related to academic enrichment activities – all of which are tracked in the database by subject area.

A final key factor in the evaluation of the 21st CCLC programs will be the use of test scores to determine whether or not participants actually show progress. In addition to the state assessments, the Measures of Academic Progress (MAP) assessments will be used to track students’ academic growth over the year. The MAP assessment format is essentially a pre/post-format that will document the change in math and reading skills from fall to spring.

While we don’t have any critical outcomes data yet this year, some preliminary program data that shows the scope of the services provided includes 260,000 contact hours with 4,493 students. (It is estimated that approximately 15% of student/program data is not yet in the database, so the total number of students actually being served exceeds 5,000.)

Selected data from one region's 21st CCLC after-school program includes:

- Serving 723 students at six elementary school sites with a daily average attendance of almost 400 students
- Approximately 44% of the students are free/reduced lunch
- Provided more than 400 sessions of tutoring, homework help, and enrichment activities including on average more than 40 hours of mathematics and more than 40 hours of reading

The intent of my testimony today has been to highlight an important aspect of the 21st CCLC programs, i.e., an evaluation process that will document the outcomes of a program that is deemed successful and worthy of state support.

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

B1276
Chairperson Kelsch + members of the House
Education Committee, I am Diane Pedersen,
+ I have been teaching in the after school program for
I am here to represent the Finley-Sharon School District. We were very fortunate 9 years

to be included in the 21st Century After-School Grant for eight years. We did not
qualify for the grant for the 2008-2009 school year. Our parents and community
were determined to keep the after school program funded. Our story reached the
ears of the Fargo Forum. They wrote an article about our community and entitled
it, Finley-Sharon Community Unite to Save at-risk After-school program. With
the program's fate in limbo, the parents and community fought to hold on to our
after-school program by uniting through fundraisers and events to save what they
said their elementary students could not do without. More than \$1,500 was raised
by selling pizza. A community family dance was held in the spring which raised
another \$600. A grant for \$4,000 was written by our city coordinator, Lori Tuite.
Because of these funds our school board decided to keep offering the after-school
program for this year. The board President, Angie Gullicks said they didn't want
the program to die, but the budgets are getting tighter and tighter. She also said
that the board's decision would have been different if the community had not shown
its support. Our superintendent, Merlin Dahl said that it is a priority that the
Finley-Sharon community is willing to make, even though monthly rates will rise
and the program will be reduced to two hours a day. He stated, "This is a
community that values education. We have to really battle to keep it going."

Our attendance for the last year with the grant was 28 students. This year we have
dropped to 16 because families must pay for their children to attend. There are

many more children that need our program, but the parents cannot afford it. The money that we are requesting could help us give scholarships to those students who are in need of this program. The after school program gives our students that chance to grow socially, emotionally, and educationally because of the multi-aged grouping. We are a family!

Today our country is celebrating the life of Martin Luther King Jr. In his famous "I Have a Dream" speech, he said "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." ~~Dr. King stood for equality for all.~~ The torch *for equality* has been passed to President-elect Barack Obama. In the Grand Forks Herald Parade Magazine, he writes a letter to his daughters. In the letter he states, "I want all our children to go to schools worthy of their potential--schools that challenge them, inspire them, and instill in them a sense of wonder about the world around them. I want them to have the chance to go to college--even if their parents aren't rich. And I want them to get good jobs; Jobs that pay well and give them benefits like health care, jobs that let them spend time with their own kids and retire with dignity." I think Dr. King and president-elect Barack Obama would be proud of our after-school program. We want to offer it to all, not just those that can pay. Every child has the right to feel safe and secure at all times and distributing the money among all schools that have an after school program would help pay for these students.

Chairperson

~~Representative~~ Celn, and members of the House Education Committee

My name is Anna Truax and I'm a sixth grader at Hope-Page Elementary. I've attended the After-school program since I was in Kindergarten. I went to the After-School Club because I loved the crafts we did and all the field trips and camping during the Summer, and I usually had homework, and because of the help I got. I went from a B to an A^{all}. I loved it when the extension service helped us make ice-cream in a bag. It was a good science project.

My mom appreciated it when my brother and I always came home with our homework done.

I really don't think it's fair that not every school in ND ->

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can have an After-School program, and so as a student I'm asking that you make it available to all schools in ND.



The Arc of Bismarck

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Testimony of Support House Bill No. 1276 January 19, 2009

Good morning Chairman and members of the Education Committee. My name is Veronica Zietz (#166); I am the Executive Director at The Arc of Bismarck and am here today representing The Arc of Bismarck and The Arc of Cass County.

I support House Bill No. 1276 because it would allow funding for afterschool programs and act as an incentive for schools to implement a valuable service for students and their families.

Afterschool programs offer many benefits to students including increased learning, improved health, increased exposure to career choices, and enhanced social and psychological development. Specific examples are as follows:

Increased Learning:

- Increased achievement in math, reading, and other academic subjects
- Enhanced reading ability and motivation, and greater self-confidence in reading
- Improved school attendance and reduced drop-out rate
- Completion of more and better-quality homework
- Reduced in-grade retention and placement in special education

Healthier Students:

- Decreased risk of teen parenthood
- Decreased likelihood of substance abuse
- Enhanced nutrition and wellness
- Increased opportunities to engage in fitness activities

Career Outcomes:

- Exposure to a variety of careers and related interests through targeted activities (e.g., job shadows, speakers, workplace visits, etc.)
- Increased commitment to schooling and a subsequent development of higher aspirations for the future, including the intention to complete high school and college

Social & Psychological Development:

- Fewer behavioral problems in school
- Enhanced ability to handle conflicts

- Better social skills (more cooperative attitude with adults and peers)
- Improved self-confidence through development of caring relationships with adults and peers
- Growth in personal sense of community

The benefits of afterschool programs do not end with the student; both schools and communities also reap benefits. Specific examples are as follows:

- More effective use of funding (e.g., better use of public libraries, parks, and recreational facilities)
- Increased capacity to serve children
- Increased business support and involvement
- Increased parental involvement and support of the school
- Maintenance or increase of student enrollments
- Improved school image
- Decreased vandalism and delinquency
- Increased advocacy on the part of the community for the school
- Decreased crime rates. (e.g. juvenile crime rates peak during after-school hours)

There will be many wonderful changes in students, schools, and our local communities with the implementation of afterschool programs; however I must ask that you consider adding language to this bill which would support inclusion of children with disabilities. Specific language would ensure that the benefits of afterschool programs are available to all children. By promoting inclusion of children with disabilities in this bill you would be creating an integrated environment where all children can learn and grow together, and develop an understanding that we are all more alike than different.

Testimony of Boyd Strand, Project Director
Minot Public School Community Learning Center
House Bill 1276
House Education Committee
Pioneer Room
1-19-09

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Chairperson Kelsch

~~Chairman~~ _____ and members of the House Education Committee, my name is Boyd Strand and I am the Minot Public Schools Community Learning Center Before and After School Project Director. I would like to share some program information, and provide support for the \$2.5 million dollars requested for afterschools programs under the HB 1276.

The Minot Public Schools CLC mission statement is to "Empower all learners to succeed in a changing world." Our vision statement is to bring the school and community together to encourage students and community members to realize their potential, and promote life long learning experiences.

The Before & After School program is committed to the following 4 program goals :

Goal 1 – To provide a safe, nurturing environment for children outside of the regular school day

Goal 2 – To provide a stimulating learning environment for academic improvement.

Goal 3 – To establish partnerships among families, students and the Minot community.

Goal 4 – To provide parents with services needed to improve skills for career and personal enhancement.

The Before & After School program has been in operation since June 1, 2000. Community Learning Centers are in operation at six elementary schools in the Minot Public Schools. The centers provide expanded learning opportunities and enrichment activities outside of regular school hours for children in a safe and healthy environment. The program is offered before school (7:00 – 8:45 am), after school (3:00 to 6:00 pm), and a summer program (7:45 am – 12:00 pm). Also, evening programs are offered for parents and family events.

The CLC Before & After School program has an enrollment of 685 students and a school enrollment of 1409. 49% of students in the six elementary schools are enrolled in the program. We have students that have been referred to our program from others schools, social services, and domestic violence. These agencies and principals know the value of our program will meet the needs of the referred students. Our program provides tutors and aides to assist in subject areas of student's concerns.

The Before & After School program has also made a difference in the State Assessment Standards. The Math Standards saw 35% of students tested increase their grade by half a grade or more. The Reading Standards had 33% of the students increase their grade by half a grade or more. Counselors, principals and parents are very pleased with the assistance and impact we have made on the students educational progress.

Importance of state funding for our CLC afterschool program:

- 1. Adding additional sites that do not qualify for the grant**
- 2. Additional funding for sites struggling to make on existing federal funding**

Our parents, teachers, administration and school board support the Minot Public Schools Before & After Schools Community Learning Center . The program provides a substantial impact on the student's academic enrichment. We provide a safe, and educational environment for students to continue their educational growth.

**Testimony of Lori Zahradka, Co-Project Director
Red River Valley Extended School Project
House Bill 1276
House Education Committee
Pioneer Room
January 19, 2009**

Chairman Kelsch and members of the Committee, I am Lori Zahradka, the Co-Project Director for the Red River Valley Extended School Project. I am here today in support of HB 1276, which provides funding for afterschool learning programs.

The Red River Valley Extended School Project currently serves 915 students in the school districts of Emerado, Grafton, Grand Forks, Midway, Park River, St. Thomas and Walhalla.

In districts with existing afterschool programs, CTB reading and math scores show that the gap is decreasing between economically disadvantaged students and their peers.

Emerado	Reading Composite	Reading Economically Disadvantaged	Reading Gap	Math Composite	Math Economically Disadvantaged	Math Gap
2003-2004	81.25%	53.85%	27.40%	56.25%	30.77%	25.48%
2007-2008	66.67%	64.71%	1.96%	87.18%	82.35%	4.83%

Grand Forks Wilder Elementary	Reading Composite	Reading Economically Disadvantaged	Reading Gap	Math Composite	Math Economically Disadvantaged	Math Gap
2003-2004	85.00%	60.00%	25.00%	75.00%	65.00%	10.00%
2007-2008	73.33%	63.64%	9.69%	86.05%	78.26%	7.79%

Midway	Reading Composite	Reading Economically Disadvantaged	Reading Gap	Math Composite	Math Economically Disadvantaged	Math Gap
2003-2004	72.41%	74.07%	-1.66%	51.72%	44.44%	7.28%
2007-2008	68.68%	62.16%	6.52%	75.94%	75.93%	0.01%

St. Thomas	Reading Composite	Reading Economically Disadvantaged	Reading Gap	Math Composite	Math Economically Disadvantaged	Math Gap
2003-2004	60.00%	37.50%	22.50%	53.33%	25.00%	28.33%
2007-2008	87.23%	80.95%	6.28%	59.22%	54.05%	5.17%

The districts equate part of this success in narrowing the gap to afterschool programs that target students in need of improved reading and mathematics skills. Afterschool programming results in higher student achievement.

Even though I don't have hard data to back me up, I believe it is important for this committee and others to know that our communities who have afterschool programs have seen an increase in the numbers of Hispanic students graduating from high school and attending post-secondary schools. Just last spring, Grafton had ten Hispanic students graduate from high school with eight planning to further their education. Many of these students are the first member of their family to ever graduate from high school, let alone attend college. Afterschool programs have helped change the culture of our Hispanic families by providing quality daily programming for students and opportunities for family members to work as staff in the program as adult aides, come into the school on a daily basis to pick up their children, communicate with staff, and participate in literacy and skill building activities with other parents in the community. The rewards of the relationship building become greater each year. I would surmise that the same is true for low income families.

Last Spring, during a mock interview, a senior (Hispanic ethnicity) from St. Thomas indicated to me that she was planning to pursue her education at Northland College to become a teacher's aide. When I asked her why she wasn't planning on becoming a teacher her eyes became misty as she explained to me that she was the first member of her family to graduate from high school. She added that she found out she really enjoyed helping kids learn while working as a student aide in the afterschool program. I encouraged her to pursue her dreams.

Because the need for afterschool programs in North Dakota currently exceeds the Federal dollars available, the State limited its current 21st Century Community Learning Center (21st CCLC) grant awards to projects serving only school buildings where 40% of the students qualified for free and reduced lunches. What that means in our region of the state is that the school districts of Adams, Edmore, Cavalier, Minto, Larimore and Thompson, which during the 2006-2007 school year, had more than 400 students enrolled in afterschool programs, no longer have 21st CCLC programs. Do they continue to have afterschool programs? The four larger school districts do—but only students whose parents can afford to pay the fees are able to attend. This legislation is essential so that students who are living in poverty and who need additional academic assistance are able to attend afterschool programs. All youth in North Dakota need access to quality, safe and enriching afterschool programs.

Chairman Kelsch and committee members, it is with expectation that I urge a do pass on HB 1276. Thank you and I would be happy to answer any questions that you may have.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2003 - 2004

18-127 Emerado 127 (0K-08)

Modified 09/08/2004
Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/aypinst.pdf

<p><u>Reading</u></p> <p style="text-align: right;">4th Grade -- 634</p> <p>Established proficient cutpoints 8th Grade -- 678</p> <p style="text-align: right;">12th Grade -- 720</p> <p>Percent of students that must meet the cutpoint 64.13%</p>	<p><u>Math</u></p> <p style="text-align: right;">4th Grade -- 635</p> <p>Established proficient cutpoints 8th Grade -- 716</p> <p style="text-align: right;">12th Grade -- 768</p> <p>Percent of students that must meet the cutpoint 42.44%</p>																																																																								
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Note: An asterisk (*) indicates the area(s) where the district failed to meet adequate yearly progress. Some areas may be below the cutpoint, but not identified due to the lack of statistical reliability in small numbers of students. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine 2003-04 adequate yearly progress; value reported results from the combining of up to three years' results.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

18-127 Emerado 127 (0K-08)

Modified 08/05/2008

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Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

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North Dakota Department of Public Instruction

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Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
www.dpi.state.nd.us/testing/account/aypinst.pdf

<p><u>Reading</u></p> <p style="text-align: right;">4th Grade -- 634</p> <p>Established proficient cutpoints 8th Grade -- 678</p> <p style="text-align: right;">12th Grade -- 720</p> <p>Percent of students that must meet the cutpoint 65.10%</p>	<p><u>Math</u></p> <p style="text-align: right;">4th Grade -- 635</p> <p>Established proficient cutpoints 8th Grade -- 716</p> <p style="text-align: right;">12th Grade -- 768</p> <p>Percent of students that must meet the cutpoint 45.70%</p>																																																																														
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Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2007 - 2008

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Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2003 - 2004

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Modified 09/08/2004

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www.dpi.state.nd.us/testing/account/aypinst.pdf.

<u>Reading</u>		<u>Math</u>			
Established proficient cutpoints	4th Grade -- 634 8th Grade -- 678 12th Grade -- 720	Established proficient cutpoints	4th Grade -- 635 8th Grade -- 716 12th Grade -- 768		
Percent of students that must meet the cutpoint	57.16%	Percent of students that must meet the cutpoint	35.17%		
Listed below are your district's scores		Listed below are your district's scores			
<div style="display: flex; justify-content: space-between;"><div><u>Reading</u></div><div>Performance 95% Rule</div></div> <div style="margin-top: 10px;"><div style="display: flex; justify-content: space-between;"><div>District Composite Score</div><div style="border: 1px solid black; padding: 2px 10px;">72.41%</div><div style="border: 1px solid black; padding: 2px 10px;">100.00%</div></div><div style="margin-top: 10px;"><u>Subgroups:</u><div style="margin-top: 5px;"><div style="display: flex; justify-content: space-between;"><div>Economically disadvantaged</div><div style="border: 1px solid black; padding: 2px 10px;">74.07%</div><div style="border: 1px solid black; padding: 2px 10px;">100.00%</div></div><div style="margin-top: 5px;"><div style="display: flex; justify-content: space-between;"><div>Major racial/ethnic groups</div><div></div><div></div></div><div style="margin-top: 5px;"><div style="display: flex; justify-content: space-between;"><div>White</div><div style="border: 1px solid black; 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District Secondary Indicator(s):		>=95.0%	(ADA Rate)	>=95.0%	(Graduation Rate)
Adequate Yearly Progress Category:		Did not meet Adequate Yearly Progress			

Note: An asterisk (*) indicates the area(s) where the district failed to meet adequate yearly progress. Some areas may be below the cutpoint, but not identified due to the lack of statistical reliability in small numbers of students. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine 2003-04 adequate yearly progress; value reported results from the combining of up to three years' results.

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North Dakota Department of Public Instruction

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www.dpi.state.nd.us/testing/account/AYP0708.pdf

<p><u>Reading</u></p> <p style="text-align: right;">4th Grade -- 82.6%</p> <p>2008 State Intermediate Goals 8th Grade -- 80.7%</p> <p style="text-align: right;">11th Grade -- 71.5%</p>	<p><u>Math</u></p> <p style="text-align: right;">4th Grade -- 72.9%</p> <p>2008 State Intermediate Goals 8th Grade -- 66.7%</p> <p style="text-align: right;">11th Grade -- 62.1%</p>																																																																																																								
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Hispanic	28.57%	100.00%																																																																																																															
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Students with disabilities	10.00%	100.00%	i																																																																																																														
Students with limited English proficiency																																																																																																																	
Established proficient cutpoints	4th Grade -- 635 8th Grade -- 716 12th Grade -- 768																																																																																																																
Percent of students that must meet the cutpoint	33.43%																																																																																																																
<u>Math</u>	Performance	95% Rule																																																																																																															
District Composite Score	53.33%	100.00%																																																																																																															
<u>Subgroups:</u>																																																																																																																	
Economically disadvantaged	25.00%	100.00%																																																																																																															
Major racial/ethnic groups																																																																																																																	
White	58.33%	100.00%																																																																																																															
Native American																																																																																																																	
Black																																																																																																																	
Asian																																																																																																																	
Hispanic	21.43%	100.00%																																																																																																															
Other																																																																																																																	
Students with disabilities	20.00%	100.00%	i																																																																																																														
Students with limited English proficiency																																																																																																																	
<p>District Secondary Indicator(s):</p> <table style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;">>=95.0%</td> <td style="width: 30%; text-align: center;">(ADA Rate)</td> <td style="width: 30%; text-align: center;">>=95.0%</td> <td style="width: 10%; text-align: center;">i (Graduation Rate)</td> </tr> </table>				>=95.0%	(ADA Rate)	>=95.0%	i (Graduation Rate)																																																																																																										
>=95.0%	(ADA Rate)	>=95.0%	i (Graduation Rate)																																																																																																														
<p>Adequate Yearly Progress Category:</p> <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;">Met Adequate Yearly Progress</div>																																																																																																																	

Note: An asterisk (*) indicates the area(s) where the district failed to meet adequate yearly progress. Some areas may be below the cutpoint, but not identified due to the lack of statistical reliability in small numbers of students. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine 2003-04 adequate yearly progress; value reported results from the combining of up to three years' results.

Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

8

TESTIMONY – PROTECTION AND ADVOCACY PROJECT

BILL 1276 (2009)

HOUSE EDUCATION COMMITTEE

Honorable RaeAnn Kelsch, Chairman

January 19, 2009

Chairman Kelsch, and members of the Senate Human Services Committee, I am Bruce Murry, a lawyer with the North Dakota Protection and Advocacy Project (P&A), an independent state disability rights agency.

P&A supports increased access to after school programming. Some children require program accommodations because of disabilities. The education system accommodates students with disabilities as required under state and federal law. However, some of those laws, like the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, work on a sliding scale. Smaller schools sometimes have a smaller duty to provide accommodations outside of academics.

The competitive grants in this bill would create an opportunity. P&A recommends that the Department of Public Instruction (DPI) provide incentives in the request for proposals for schools to go above and beyond the minimum requirements of the law in accessibility for students with disabilities. DPI should award extra points to schools that demonstrate particular practices or effectiveness in serving students with disabilities.

Thank you very much for your consideration.

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I would like to thank the committee members for the opportunity to say a few words in support of this bill. My name is Marc Bluestone. I am the Superintendent of the New Town Public School District #1 in New Town, North Dakota. I am here to testify on behalf of our school district and community in support of House Bill 1276 to provide funding for after school learning programs.

The New Town Public School District has implemented after school programming for our elementary students for the past six years. It was expanded to the high school and middle school two years ago. We have used district funding and 21st Century Program funding to hire teachers to assist students with improving their academic skills. We believe after school programming has been critical to our success in making Adequate Yearly Progress under the No Child Left Behind legislation. Prior to this past year when we joined the ranks of 169 other schools in North Dakota, our elementary school had made AYP for four years. Our middle school had made AYP for two years and our high school made AYP for three years. Our high school was the only school in our district to make AYP this past year.

We have two types of after school programming available for our students. Academic enrichment and tutoring is held in our school buildings

three days a week. Last year, 39% of our elementary students (125 students) and 27% of our middle school and high school students (93 students) participated in academic enrichment programming on a regular basis in our buildings. After school activities such as health, recreational, technology, cultural, and exploratory programs are available five days a week from 4:00 pm to 8:30 pm at the Three Affiliated Tribes Boys and Girls Club via their 21st Century Program funds. Last year, 59% of our students (426 students) were active members of the local Boys & Girls Club.

After school programs give at-risk students a safe and positive environment to go to after they are done with school. After school programming gives latch key kids learning opportunities instead of staying home and watching television and/or playing video games. Over the past six months, our students have participated in archery classes, cooking classes, weightlifting and recreational classes, golfing instruction, baseball and basketball leagues, character education classes, science/technology club activities, walking/running clubs, and learning more about the culture and history of the Mandan, Hidatsa, and Arikara people.

School districts across the country have attributed some of their success of making Adequate Yearly Progress to implementing strong after school programs including the schools on the Fort Berthold Indian

Reservation. The No Child Left Behind legislation recommends that schools implement after school programming for those schools that have not made Adequate Yearly Progress. Unfortunately, the legislation has not provided the funding to fully implement this. House Bill 1276 would be a step in the right direction. I encourage you to give House Bill 1276 a Do Pass recommendation. Thank you. If you have any questions, I would be happy to answer them.

**Testimony of Renee Moon, Co-Project Director
Red River Valley Extended School Project
House Bill 1276
House Education Committee
Pioneer Room
January 19, 2009**

7

Chairman Kelsch and members of the Committee, I am Renee Moon, the Co-Project Director for the Red River Valley Extended School Project. I am here today in support of HB 1276, which provides funding for after school learning programs. The Red River Valley Extended School Project currently serves 915 students in the school districts of Emerado, Grafton, Grand Forks, Midway, Park River, St. Thomas and Walhalla.

I would like to share with you a typical after school experience at a Grand Forks site.

3:00 - 4:00 Power Hour

Activities during this hour directly align to the regular school day and include:

- **Homework**
- **Practicing spelling words**
- **Studying for tests in the content areas**
- **Literacy and math activities with certified teachers**
- **Individual skill building as recommended by the classroom teacher**

4:00 - 4:15 Snack

4:15 - 5:15 Academic Enrichment (Festivals)

Activities during this hour directly align to North Dakota state standards.

The activities, or festivals, are science based, utilizing the GEMS (Great Expectations in Math and Science) curriculum and are usually completed in 20-30 days. Below is an excerpt from the CSI Festival. The 30 days of activities align to North Dakota standards in science and math; include Goal statements for student learning objectives and assessment ideas. The *s indicate which standards, goals, and assessment directly align to the described activity.

CSI Festival

Standards: (covered in the 30 days of activities)

Science: *2(Inquiry), 3 (Physical Science) 4 (Life Science)

Math: 1(Numbers), 2 (Geometry and Spatial Sense),* 3((Data Analysis, Statistics, and Probability), *4 (Measurement), 5 (Algebra, Function, and Patterns)

Goals:

Students Can:

- ***Ask questions directly related to scientific investigations.**
- ***Conduct simple investigations to answer questions based on observations.**
- **Collect and record data.**
- **Formulate an explanation supported by data.**
- **Use data to state possible outcomes, formulate questions, and draw conclusions for a given situation.**
- **Record observations based on a simple investigation.**

Assessment:

- **Students will correctly identify mystery powder and mystery mixture.**
- **Students will choose 2 powders and describe them.**
- *** The teacher can assess students' understanding that a certain ingredient consistently causes stickiness in the making their own personal paste activity.**
- **As a going further activity after the cola session, students design an advertisement for cola. In this advertisement, students are asked to include a description of the attributes of their cola, the ingredient, as well as some of**

the data they collected. Students are invited to explain what caused their cola to be the way it is.

- Students will make attribute riddles, correctly identifying attributes.
- Students will solve the mystery.

Activity

- Staff will read mystery case example of "The Mystery Paste".
- On a chart students will collect the following information about the case:
 - Where
 - Suspects
 - Evidence
 - Motive (usually collected after the case is solved)
- Staff will review with students the measuring and water drop technique previously learned.
- Students will test the 4 powders. (Just one ingredient does not make the best paste so students must find a combination Pg 24)
- Students create a graph.
- Students create an art project using the homemade paste or make art using beans.

*standard, goal, and assessment align to this activity

5:15 – 5:45 Recreation/Nutrition/Social Development

Physical education, character education, and/or health education are offered during this 30-minute block.

5:45 - 6:00 Structured socialization

Free play and the opportunity for relationship building with peers and staff finish out the day.

Because the need for after school programs in North Dakota currently exceeds the Federal dollars available, the State limited the current 21st Century Community

Learning Center (21st CCLC) grant awards to projects serving school buildings where 40% of the students qualify for free and reduced lunches. What that means in Grand Forks is that Century, Kelly, and Ben Franklin Elementary Schools do not offer academic after school programs and Grand Forks can no longer serve students at Viking Elementary. At all four of these schools the disaggregated scores from the economically disadvantaged students is lower than the composite score representing all students assessed within the school.

**Annual Adequate Yearly Progress Report
North Dakota Department of Public Instruction
School Year 2007 – 2008**

School	Century	Kelly	Ben Franklin	Viking
Reading Composite	78.95%	85.32%	75.63%	78.36%
Economically Disadvantaged	71.43%	83.78%	63.86%	71.05%
Math Composite	86.40%	90.08%	77.64%	86.57%
Economically Disadvantaged	77.14%	86.49%	64.71%	81.58%
# of free/reduced students/enrollment	162/468	89/466	123/347	117/299

In Grand Forks, with more funding, we could offer academic after school programming to 491 more students.

All youth in North Dakota need access to quality, safe, and enriching after school programs.

Chairman Kelsch and committee members, it is with expectation that I urge a do pass on HB 1276. Thank you and I would be happy to answer any questions that you may have.

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**Testimony of John Leininger, Project Director
South East Education Cooperative
House Bill 1276
House Education Committee
Pioneer Room
January 19, 2009**

Chairperson Kelsch and members of the House Education Committee, I am John Leininger, the Project Director for the after-school programs in the west half of the South East Education Cooperative consisting of the following school districts: LaMoure, Griggs Co. Central, two Midkota sites , two Barnes Co. North sites, Kensal, Fessenden-Bowdon, Medina, and four Jamestown sites. I am here today in support of HB 1276, which provides funding for after-school programs in North Dakota.

The above named schools have more than 300 K-6 students participating in after-school programs. The students who regularly attend the after-school programs have demonstrated significant advancement in the academic areas of math, science and reading. The additional homework assistance they receive after school is the top positive comment received from the parents. The after-school programs also provide a safe environment and a structured schedule for the participating students from 3:00 – 6:00 p.m. five days a week.

Another 100 plus students in grades 7-12 have taken advantage of the homework assistance that is available at several of our sites through their respective breakfast club or extended library hours. Quoting from one of our high school principals:

“We have never experienced such a small number of students receiving deficiency grades as we have since the after-school program started providing tutoring and homework help.

Currently, there are 70 schools in North Dakota providing after-school programs that are financed through the \$5.2 million provided annually by the Federal government. These dollars are administered and distributed through the ND Department of Public Instruction. In the 70 participating schools, more than 8,500 students are involved in the after-school programs. If HB 1276 were enacted and funded, an additional 5,000 students could have access to after-school programs in North Dakota, providing the Federal dollars continue to be appropriated.

On behalf of all students in the state of North Dakota, I urge your support and passage of HB 1276, which will provide \$2.5 million during next biennium. These dollars will be targeted to schools who are willing to provide an after-school program for students in grades K-6. The after-school programs should be required to follow the federal guidelines regarding the academic requirements of the grants. This means that at least 65% of the program will center on math, science and language arts.

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Rep. Kelsch and other dignified education committee members:

My name is Karen Alm. I live at Page, ND, and my title is SEEC After-School Outreach Coordinator – SEEC being South East Education Cooperative. Our REA involves one-third of the students in North Dakota, stretching from Ellendale, north to Fessenden-Bowdon, then angling towards Fargo and from there down to the South Dakota border. Within this area there are 14 schools with After-School programs which are directly tied to the 21st Century Community Learning Center grant. We have 8 other programs, either within our REA or in our area, struggling to exist with funds received through school district money. These programs were part of the 21st CCLC grant and are no longer eligible because of Federal or state guidelines. How are they coping? I have visited each of these schools and presented them with a questionnaire. Answers that I found: Some have cut back to 4 days instead of the usual 5, plus cutting time each day. Some have gone to total tutoring or homework help with no additional academics during this time and still another has allowed a community person the use of the school to have a daycare during those hours with a certain amount of homework being accomplished. Whatever I observed in visiting these schools, the quality of academic education suffers. Why? Because the schools absolutely are running on a tight budget or are in a deficit situation already and are not able to hire staff to operate the program. When I asked each administrator what the REA or state could be doing for them the answer was always the same: find us some funding. These are schools that saw the worth in having an After-School program and so have struggled to continue somehow.

1. In the 8 years I have worked with After-School programs, I have experienced enough stories to write a book concerning the students who have been a part of these programs. A lot of the students come from “dysfunctional” families – of course, what is dysfunctional? – We all experience that once-in-a-while within our own homes. But, I am talking truly dysfunctional, with families moving every one to two years, students sometimes being uprooted in the middle of the school year not just once but sometimes even twice. And where is there stability? – the school day – their day is structured so they know what to expect from hour to hour, they are in a safe environment, they are treated with respect and they are shown kindness. Why can't we find the monies to keep these children the extra time during the day to help continue that stability?
2. I have seen a lot of children accomplish almost nothing in the regular classroom during the day because of an attention problem. They have come to the After-School program and are able to do homework in a quiet setting with a minimal amount of help. Their homework is accomplished in a short time, it's more accurate, their reading and math skills improve and as a result their test grades are higher. Why can't we find the money to keep these children the extra time during the day to help them with what they need academically.
3. And I've seen children improve their social skills because they attend an AS program and feel like they have an extended family. They have to relate to different age groups, they are put in social settings – sometimes out in public – where they learn proper public behavior and how to respect all people. Again,

why can't we find the money to keep these children the extra time during their day to help them with what they need socially?

You are all intelligent people – you wouldn't be in the position you are today without other people recognizing that; so, I ask that along with that intelligence that you would use your heart to see how important this extra time with our students is each day – for academic, social, and emotional purposes. Please consider After-School programs in our state vital within our education system. And please look at finding additional education money so that ALL schools within North Dakota would be able to extend their school day by having an After-School program.

LA #	Plant #	Sponsor Name	Site Name	Grades Served	Type	Area Eligible*	Free	R/P	Enrollment	% Elig
1013	3599	Hettinger Public School	Hettinger Public School	K-12	PUBLIC		51	27	277	28.2%
2002	4601	Valley City Public Schools	Jefferson Elementary School	K-3	PUBLIC		86	38	322	38.5%
2002	8954	Valley City Public Schools	Valley City High School	7-12	PUBLIC		112	64	616	28.6%
2002	9241	Valley City Public Schools	Washington Elementary School	4-6	PUBLIC		62	24	237	36.3%
2007	8074	Barnes Co North School Dist	Spiritwood	PK-6	PUBLIC	X	8	5	22	59.1%
2007	6118	Barnes Co North School Dist	North Central	PK-12	PUBLIC		36	25	147	41.5%
2007	9463	Barnes Co North School Dist	Wimbledon-Courtenay	PK-12	PUBLIC		40	21	151	40.4%
2046	5298	Litchville-Marion Public School	Litchville Public School	K-6	PUBLIC		15	9	54	44.4%
2046	5483	Litchville-Marion Public School	Marion Public	7-12	PUBLIC		18	9	81	33.3%
2409	8136	St Catherine School	St Catherine School	K-6	PRIVATE		13	2	69	21.7%
3005	5741	Minnewaukan Public School	Minnewaukan Public School	PK-12	PUBLIC	X	171	17	229	82.0%
3006	5484	Leeds School District	Leeds Public School	K-12	PUBLIC		36	15	146	34.9%
3009	0902	Maddock Public School	Maddock Public School	K-12	PUBLIC		48	23	175	40.6%
3016	6226	Oberon Public School	Oberon Public School	K-8	PUBLIC	X	45	0	61	77.0%
3029	9219	Warwick Public School	Warwick Public School	PK-12	PUBLIC		192	18	255	82.3%
3030	2910	Four Winds Tribal School	Four Winds Comm High School	PK & 9-12	PUBLIC	X	104	6	118	93.2%
3030	2903	Four Winds Tribal School	Four Winds Elementary School	K-8	PUBLIC	X	349	14	388	93.5%
4001	1780	Billings County School District	Demores Elementary School	K-8	PUBLIC	X	4	0	22	18.2%
4001	7172	Billings County School District	Prairie Elementary School	K-8	PUBLIC		2	5	21	33.3%
5001	1035	Bottineau Public School	Bottineau Elementary School	K-6	PUBLIC		50	8	126	46.0%
5001	1033	Bottineau Public School	Bottineau Jr-Sr High School	7-12	PUBLIC		154	37	546	35.0%
5017	9325	Westhope Public School	Westhope Public School	K-12	PUBLIC		32	5	130	28.5%
5054	6043	Newburg United School District	Newburg School	K-12	PUBLIC		24	3	73	37.0%
6001	1043	Bowman County School District	Bowman School	K-12	PUBLIC		42	28	389	18.0%
6001	7421	Bowman County School District	Rhame School	K-6	PUBLIC		11	4	35	42.9%
6033	7785	Scranton Public School	Scranton Public School	K-12	PUBLIC		26	14	136	29.4%
7014	1037	Bowbells Public School	Bowbells Public School	K-12	PUBLIC		4	3	64	10.9%
7027	7156	Powers Lake Public School	Powers Lake Elementary School	K-6	PUBLIC		13	0	38	34.2%
7027	7158	Powers Lake Public School	Powers Lake High School	7-12	PUBLIC		21	0	60	35.0%
7036	5262	Burke Central School	Burke Central Public School	K-12	PUBLIC		21	1	84	26.2%
8001	0970	Bismarck Public Schools	Bismarck High School	10-12	PUBLIC		246	103	1349	25.9%
8001	1348	Bismarck Public Schools	Centennial Elementary School	K-6	PUBLIC		33	14	502	9.4%
8001	1365	Bismarck Public Schools	Century High School	10-12	PUBLIC		86	48	1080	12.4%
8001	1897	Bismarck Public Schools	Dorothy Moses Elementary School	K-6	PUBLIC		102	33	439	30.8%
8001	3282	Bismarck Public Schools	Grimrud Elementary School	K-6	PUBLIC		44	18	325	19.1%
8001	3612	Bismarck Public Schools	Highland Acres Elementary School	K-6	PUBLIC		17	1	141	12.8%
8001	3795	Bismarck Public Schools	Horizon Middle School	7-9	PUBLIC		65	31	882	10.9%
8001	4580	Bismarck Public Schools	Jeannette Myhre Elementary School	K-6	PUBLIC	X	174	42	321	67.3%
8001	5276	Bismarck Public Schools	Prairie Rose Elementary School	K-6	PUBLIC		8	10	205	8.8%
8001	6129	Bismarck Public Schools	Robert Place Miller School	K-6	PUBLIC		102	36	520	26.5%
8001	6132	Bismarck Public Schools	Northridge Elementary School	K-6	PUBLIC		88	28	697	16.6%
8001	7090	Bismarck Public Schools	Pioneer Elementary School	K-6	PUBLIC		79	25	303	34.3%
8001	7472	Bismarck Public Schools	Rita Murphy Elementary School	K-6	PUBLIC		65	29	707	13.3%
8001	7483	Bismarck Public Schools	Riverside Elementary School	K-6	PUBLIC	X	110	15	156	80.1%
8001	7561	Bismarck Public Schools	Roosevelt Elementary School	K-6	PUBLIC		30	24	157	34.4%
8001	7719	Bismarck Public Schools	Saxvick Elementary School	K-6	PUBLIC	X	119	27	281	52.0%
8001	7900	Bismarck Public Schools	Simle Middle School	7-9	PUBLIC		139	63	823	24.5%
8001	8038	Bismarck Public Schools	Solheim Elementary School	K-6	PUBLIC		56	24	532	15.0%

8001	9163	Bismarck Public Schools	Wachter Middle School	7-9	PUBLIC	186	64	824	30.3%
8001	9414	Bismarck Public Schools	Will Moore Elementary School	K-6	PUBLIC	89	46	360	37.5%
8028	9470	Wing Public School	Wing Public School	K-12	PUBLIC	35	19	100	54.0%
8033	5666	Menoken Public School	Menoken Elementary	1-8	PUBLIC	4	5	20	45.0%
8035	8236	Sterling School Board	Sterling Elementary School	K-8	PUBLIC	6	0	27	22.2%
8301	0012	Charles Hall Youth Services	Hall Home	NA	RCCI	9	0	9	100.0%
8301	0013	Charles Hall Youth Services	Goodbird Home	NA	RCCI	9	0	9	100.0%
8301	0014	Charles Hall Youth Services	Case Home	NA	RCCI	9	0	9	100.0%
8302	0028	Manchester House	Manchester House	NA	RCCI	8	0	8	100.0%
8407	1309	Cathedral School	Cathedral of Holy Spirit Elementary	K-8	PRIVATE	1	3	220	1.8%
8409	8182	St Marys Central High School	St Marys Central High School	K-8	PRIVATE	5	5	329	3.0%
8411	8118	St Anne School	St Anne Elementary School	K-8	PRIVATE	8	1	190	4.7%
8413	8186	St Marys Grade School & CC-Bismarck	St Marys Elementary School	K-6	PRIVATE	2	13	163	9.2%
8415	9900	Shiloh Christian School	Shiloh Christian School	K-12	PRIVATE	21	8	302	9.6%
8420	5490	Martin Luther Elementary School	Martin Luther Elementary School	K-8	PRIVATE	5	7	109	11.0%
8900	8830	United Tribes Tech College	Theodore Jamerson Elem School	K-8	PUBLIC	143	8	157	96.1%
9001	2744	Fargo Public Schools	South Campus II	9-12	PUBLIC	95	16	548	20.3%
9001	0713	Fargo Public Schools	Ben Franklin Jr High School	6-8	PUBLIC	147	50	804	24.5%
9001	1418	Fargo Public Schools	Clara Barton Elementary School	3-5	PUBLIC	36	12	167	28.7%
9001	2744	Fargo Public Schools	South High School	9-12	PUBLIC	156	57	1505	14.2%
9001	2789	Fargo Public Schools	Centennial Elementary School	K-5	PUBLIC	54	23	578	13.3%
9001	3517	Fargo Public Schools	Hawthorne Elementary School	K-5	PUBLIC	42	10	174	29.9%
9001	3733	Fargo Public Schools	Horace Mann Elementary School	K-5	PUBLIC	47	17	164	39.0%
9001	4598	Fargo Public Schools	Jefferson Elementary School	K-5	PUBLIC	198	35	383	60.8%
9001	5222	Fargo Public Schools	Lewis & Clark Elementary School	K-5	PUBLIC	108	36	445	32.4%
9001	5277	Fargo Public Schools	Lincoln Elementary School	K-5	PUBLIC	157	31	496	37.9%
9001	5324	Fargo Public Schools	Longfellow Elementary School	K-5	PUBLIC	14	14	350	8.0%
9001	5435	Fargo Public Schools	Madison Elementary School	K-5	PUBLIC	112	35	195	75.4%
9001	5625	Fargo Public Schools	McKinley Elementary School	K-5	PUBLIC	75	20	208	45.7%
9001	6125	Fargo Public Schools	North High School	9-12	PUBLIC	150	51	1111	18.1%
9001	7564	Fargo Public Schools	Roosevelt Elementary School	K-5	PUBLIC	46	15	167	36.5%
9001	9243	Fargo Public Schools	Washington Elementary School	K-5	PUBLIC	36	20	343	16.3%
9001	1855	Fargo Public Schools	Discovery Middle School	6-8	PUBLIC	123	26	904	16.5%
9001	0898	Fargo Public Schools	Bennett Elementary School	K-5	PUBLIC	42	11	580	9.1%
9001	9516	Fargo Public Schools	Woodrow Wilson Alternative High School	9-12	PUBLIC	26	4	106	28.3%
9001	1285	Fargo Public Schools	Carl Ben Eielson Middle School	6-8	PUBLIC	166	65	775	29.8%
9001	4883	Fargo Public Schools	Kennedy Elementary School	K-5	PUBLIC	127	34	473	34.0%
9002	1738	Kindred Public School	Davenport Elementary School	K-1	PUBLIC	10	4	104	13.5%
9002	4933	Kindred Public School	Kindred Public School	2-12	PUBLIC	43	27	584	12.0%
9004	1148	Maple Valley Public School	Maple Valley High School	7-12	PUBLIC	31	11	130	32.3%
9004	9310	Maple Valley Public School	West Elementary School	K-6	PUBLIC	10	4	74	18.9%
9004	6641	Maple Valley Public School	Oriska	K-6	PUBLIC	19	7	46	56.5%
9006	2752	West Fargo Public School	Eastwood Elementary School	1-5	PUBLIC	159	47	494	41.7%
9006	3500	West Fargo Public School	Harwood Elementary School	1-5	PUBLIC	2	4	128	4.7%
9006	3738	West Fargo Public School	Horace Elementary School	1-5	PUBLIC	9	7	194	8.2%
9006	5071	West Fargo Public School	L E Berger Elementary School	1-5	PUBLIC	138	39	412	43.0%
9006	5090	West Fargo Public School	West Fargo Middle School	6-8	PUBLIC	321	128	1522	29.5%
9006	8054	West Fargo Public School	South Elementary School	1-5	PUBLIC	112	42	496	31.0%
9006	9315	West Fargo Public School	West Fargo High School	10-12	PUBLIC	214	76	1325	21.9%

9006	9350	West Fargo Public School	Westside Elementary School	1-5	PUBLIC	42	25	390	17.2%
9006	6379	West Fargo Public School	Loden Community Center	NA	PUBLIC	141	42	597	30.7%
9006	05451	West Fargo Public School	Aurora Elementary School	1-5	PUBLIC	90	17	527	20.3%
9006	7865	West Fargo Public School	Shenene 9th Grade Center	9	PUBLIC	84	43	488	26.0%
9007	5479	Mapleton Public School	Mapleton Elementary School	PK-6	PUBLIC	14	10	79	30.4%
9017	1354	Central Cass Public School	Central Cass Public School	K-12	PUBLIC	69	33	800	12.8%
9080	6882	Page Public School	Page Public School	K-6	PUBLIC	18	11	82	35.4%
9097	6121	Northern Cass	Northern Cass Public School	PK-12	PUBLIC	34	64	512	19.1%
9302	0014	Cass Co Juvenile Detention Ctr	Cass Co Juvenile Detention Center	NA	PUBLIC	33	0	33	100.0%
9401	5984	Fargo Catholic Schools Network	Nativity School	K-5	PRIVATE	10	7	342	5.0%
9401	3700	Fargo Catholic Schools Network	Holy Spirit Elementary School	K-5	PRIVATE	8	9	130	13.1%
9401	7826	Fargo Catholic Schools Network	Shanley High School - Sullivan Middle Sch	K-5	PRIVATE	21	15	538	6.7%
9405	6210	Oak Grove Lutheran School	Oak Grove Lutheran School	6-12	PUBLIC	11	3	312	4.5%
9405	6208	Oak Grove Lutheran School	Oak Grove Lutheran Elementary School	K-5	PUBLIC	11	5	170	9.4%
9415	3229	Grace Lutheran School	Grace Lutheran Elementary School	K-8	PRIVATE	4	6	150	6.7%
10019	5895	Munich Public School	Munich Public School	K-12	PUBLIC	22	5	89	30.3%
10023	5153	Langdon Area School District	Langdon Area High School	7-12	PUBLIC	52	17	232	29.7%
10023	5154	Langdon Area School District	Langdon Area Elementary School	K-6	PUBLIC	51	19	160	43.8%
10409	8116	St Alphonsus School	St Alphonsus Elementary School	PK-8	PRIVATE	5	6	71	15.5%
11040	2333	Ellendale Public School	Ellendale Public School	K-12	PUBLIC	71	43	321	35.5%
11040	5481	Ellendale Public School	Maple River Elementary School	K-8	PUBLIC	26	0	26	100.0%
11041	3308	Oakes Public School	Oakes Elementary School	K-6	PUBLIC	41	11	240	21.7%
11041	6215	Oakes Public School	Oakes High School	7-12	PUBLIC	27	5	249	12.9%
12001	1860	Divide Co School District	Divide County Elementary School	K-6	PUBLIC	26	14	103	38.8%
12001	1866	Divide Co School District	Divide County High School	7-12	PUBLIC	17	8	119	21.0%
13016	4927	Killdeer Public School	Killdeer Public School	PK-12	PUBLIC	59	34	379	24.5%
13019	3390	Halliday Public School	Halliday Public School	K-12	PUBLIC	17	4	32	65.6%
13037	8582	Twin Buttes School	Twin Buttes Elementary School	K-8	PUBLIC	37	0	41	90.2%
14002	5971	New Rockford/Sheyenne School District	New Rockford School	K-12	PUBLIC	81	35	357	32.5%
15006	3525	Hazellon-Moffit School District	Hazellon-Moff-Brad Public School	K-12	PUBLIC	28	20	141	34.0%
15010	0772	Bakker School Food Service	Bakker Elementary School	K-8	PUBLIC	2	2	8	50.0%
15015	8247	Strasburg Public School	Strasburg High School	7-12	PUBLIC	28	8	83	43.4%
15015	8247	Strasburg Public School	Strasburg Elementary School	K-6	PUBLIC	24	10	63	54.0%
15036	5288	Linton Public School	Linton Public School	K-12	PUBLIC	106	20	325	38.8%
16049	1303	Carrington Public Schools	Carrington Elementary School	K-6	PUBLIC	60	32	279	33.0%
16049	1304	Carrington Public Schools	Carrington High School	7-12	PUBLIC	39	20	298	19.8%
17003	0850	Beach School District	Beach High School	7-12	PUBLIC	70	7	177	43.5%
17003	5278	Beach School District	Lincoln Elementary School	K-6	PUBLIC	29	13	99	42.4%
17006	3191	Golva Public School	Golva Elementary School	K-8	PUBLIC	7	3	30	33.3%
17305	0021	Home on the Range	Home on the Range	NA	RCCI	46	0	46	100.0%
18001	0892	Grand Forks Public School	Phoenix Elementary School	K-5	PUBLIC	81	24	219	47.9%
18001	0896	Grand Forks Public School	Ben Franklin Elementary School	K-5	PUBLIC	93	30	347	35.4%
18001	1290	Grand Forks Public School	Carl Ben Eielson Elementary School	K-3	PUBLIC	37	59	205	46.8%
18001	1364	Grand Forks Public School	Century Elementary School	K-5	PUBLIC	134	28	468	34.6%
18001	1530	Grand Forks Public School	Community High School	9-12	PUBLIC	60	8	102	66.7%
18001	3239	Grand Forks Public School	Central High School	9-12	PUBLIC	242	105	1057	32.8%
18001	4499	Grand Forks Public School	J Nelson Kelly Elementary School	K-5	PUBLIC	70	19	466	19.1%
18001	5125	Grand Forks Public School	Lake Agassiz Elementary School	K-5	PUBLIC	198	35	341	68.3%
18001	5225	Grand Forks Public School	Lewis & Clark Elementary School	K-5	PUBLIC	72	25	193	50.3%

18001	5983	Grand Forks Public School	Nathan Twining Elementary - Jr High	4-8	PUBLIC		31	46	212	36.3%
18001	7360	Grand Forks Public School	Red River High School	9-12	PUBLIC		184	57	1118	21.6%
18001	7771	Grand Forks Public School	Schroeder Jr High School	6-8	PUBLIC		82	46	473	27.1%
18001	8062	Grand Forks Public School	South Middle School	6-8	PUBLIC		94	36	567	22.9%
18001	8975	Grand Forks Public School	Valley Jr High School	6-8	PUBLIC	X	150	55	406	50.5%
18001	9034	Grand Forks Public School	Viking Elementary School	K-5	PUBLIC		84	33	299	39.1%
18001	9313	Grand Forks Public School	West Elementary School	K-5	PUBLIC		61	27	217	40.6%
18001	9406	Grand Forks Public School	Wilder Elementary School	K-5	PUBLIC	X	42	10	78	66.7%
18001	9475	Grand Forks Public School	Winship Elementary School	K-5	PUBLIC	X	81	30	165	67.3%
18044	5163	Grand Forks Public School	Larimore Elementary School	K-6	PUBLIC		44	20	210	30.5%
18044	5169	Larimore Public School	Larimore High School	7-12	PUBLIC		52	20	254	28.3%
18061	8416	Thompson Public School	Thompson Public School	PK-12	PUBLIC		21	9	397	7.6%
18125	5473	Manvel Public School	Manvel Elementary School	K-8	PUBLIC		13	10	132	17.4%
18127	2362	Emerado School	Emerado Elementary School	K-8	PUBLIC	X	43	6	73	67.1%
18128	5707	Midway Public School	Midway Public School	K-12	PUBLIC		83	15	236	41.5%
18129	6134	Northwood Public School	Northwood Public School	K-12	PUBLIC		53	23	224	33.9%
18301	0029	Northeast Human Service Center	Ruth Meier Adolescent Facility	NA	RCCI		10	0	10	100.0%
18302	0031	Development Homes Inc	Development Homes	NA	RCCI		4	0	4	100.0%
18303	9740	Grand Forks County Juvenile Detention	Grand Forks County Juvenile Detention	NA	RCCI		18	0	18	100.0%
18409	3690	Holy Family School	Holy Family Elementary School	K-6	PRIVATE		11	1	92	13.0%
18412	8194	St Michaels School	St Michaels Elementary School	K-6	PRIVATE		11	10	106	19.8%
19018	1306	Roosevelt Public School	Roosevelt Public School	K-8	PUBLIC		42	8	103	48.5%
19049	2328	Elgin/New Leipzig Public School	Elgin/New Leipzig School @ Elgin	K-12	PUBLIC		56	18	152	48.7%
19300	0035	Prairie Learning Center	Prairie Learning Center	5-12	RCCI		58	0	58	100.0%
20007	0958	Midkota Schools	Midkota Elementary School	K-6	PUBLIC		6	11	51	33.3%
20007	3172	Midkota Schools	Midkota High School	7-12	PUBLIC		9	10	54	35.2%
20018	1555	Griggs County School District #18	Griggs County School District #18	K-12	PUBLIC		87	44	284	46.1%
21001	7388	Mott-Regent School District	Regent Public School	5-8	PUBLIC		12	9	62	33.9%
21001	5858	Mott-Regent School District	Mott Public School	K-12	PUBLIC		28	21	155	31.6%
21009	6026	New England Public School	New England Public School	K-12	PUBLIC		143	13	143	28.7%
22001	8318	Kidder Co. School District	Tappen Elementary		PUBLIC	X	47	7	84	64.3%
22001	8232	Kidder Co. School District	Steele-Dawson		PUBLIC	X	76	27	312	33.0%
22014	7487	Robinson Public School	Robinson Public School	K-6	PUBLIC		6	0	6	100.0%
23003	2107	Edgeley Public School	Edgeley Public School	K-12	PUBLIC		40	23	200	31.5%
23003	2106	Edgeley Public School	Willow Bank Colony	K-8	PUBLIC	X	22	0	22	100.0%
23007	5068	Kulm Public School	Kulm Public School	7-12	PUBLIC		9	5	53	26.4%
23007	5072	Kulm Public School	Kulm Elementary School	PK-6	PUBLIC		23	6	51	56.9%
23008	5145	LaMoure Public School	LaMoure Public School	K-12	PUBLIC		85	33	278	42.4%
23008	5144	LaMoure Public School	LaMoure Colony School	K-8	PUBLIC		33	0	33	100.0%
24002	5977	Napoleon School District	Napoleon Public School	K-12	PUBLIC	X	34	23	235	24.3%
24056	3013	Gackle-Streeter Public School	Gackle - Streeter Public School	K-12	PUBLIC		24	19	93	46.2%
25001	9003	Velva Public School	Velva Public School	K-12	PUBLIC		84	42	365	34.5%
25014	0389	Anamoose Public School	Anamoose Public School	PK-12	PUBLIC		25	6	64	48.4%
25057	1925	Drake Public School	Drake Public School	K-12	PUBLIC	X	59	1	100	60.0%
25060	3253	TGU School District	Granville Public School	K-12	PUBLIC	X	44	30	129	57.4%
25060	6046	TGU School District	Towner Public School	K-12	PUBLIC	X	78	28	193	54.9%
26004	9849	Zeeland Public School	Zeeland Public School	K-12	PUBLIC		18	2	45	44.4%
26009	0539	Ashley Public School	Ashley Public School	PK-12	PUBLIC		22	12	129	26.4%
26019	9477	Wishek Public School	Wishek Public School	K-12	PUBLIC		46	24	212	33.0%

27001	5606	McKenzie County School District No 1	Watford City High School	7-12	PUBLIC		27	7	269	12.6%
27001	5607	McKenzie County School District No 1	Watford City Elementary School	K-6	PUBLIC		38	10	255	18.8%
27002	0315	Alexander Public School	Alexander Public School	K-12	PUBLIC		6	6	60	20.0%
27014	2741	Yellowstone School District	East Fairview Elementary School	K-8	PUBLIC		7	9	46	34.8%
27036	5459	Mandaree Public School	Mandaree Public School	K-12	PUBLIC	X	136	13	182	81.8%
28001	9451	Montefiore Public School	Wilton Public School	K-12	PUBLIC		39	26	220	29.5%
28004	9239	Washburn School District	Washburn Public School	K-12	PUBLIC		26	22	260	18.5%
28008	8806	Underwood School District	Underwood Public School	PK-12	PUBLIC		35	30	184	35.3%
28050	5519	Max Public School	Max Public School	PK-12	PUBLIC		48	16	166	38.6%
28051	0990	Garrison Public School	Bob Callies Elementary School	K-6	PUBLIC		43	27	198	35.4%
28051	3052	Garrison Public School	Garrison High School	7-12	PUBLIC		34	11	159	28.3%
28072	8562	Turtle Lake - Mercer Public School	Turtle Lake-Mercer Public School	K-12	PUBLIC		44	9	157	33.8%
28085	9363	White Shield Public School	White Shield Public School	K-12	PUBLIC	X	116	3	128	92.9%
29003	3528	Hazen Public School	Hazen Elementary School	K-5	PUBLIC		34	15	231	21.2%
29003	3529	Hazen Public School	Hazen High School	9-12	PUBLIC		20	8	243	11.5%
29003	3533	Hazen Public School	Hazen Middle School	6-8	PUBLIC		22	9	151	20.5%
29027	0924	Beulah Public School	Beulah High School	9-12	PUBLIC		28	8	257	14.0%
29027	0926	Beulah Public School	Beulah Middle School	5-8	PUBLIC		34	6	213	18.8%
29027	0928	Beulah Public School	Beulah Elementary School	K-4	PUBLIC		47	5	227	22.9%
30001	1656	Mandan Public Schools	Custer Elementary School	K-5	PUBLIC		36	14	108	46.3%
30001	3263	Mandan Public Schools	Great Plains 6th Grade Academy	6	PUBLIC		56	16	236	30.5%
30001	5228	Mandan Public Schools	Lewis & Clark Elementary School	K-5	PUBLIC		58	17	401	18.7%
30001	5453	Mandan Public Schools	Mandan High School	9-12	PUBLIC		148	55	1027	19.8%
30001	5457	Mandan Public Schools	Mandan Middle School	7-8	PUBLIC		99	37	521	26.1%
30001	7569	Mandan Public Schools	Roosevelt Elementary School	K-5	PUBLIC		43	19	263	23.6%
30001	8286	Mandan Public Schools	Mary Stark Elementary School	K-5	PUBLIC	X	129	15	215	67.0%
30001	2925	Mandan Public Schools	Fort Lincoln Elementary School	K-5	PUBLIC		134	21	379	40.9%
30007	6033	New Salem Public School	New Salem High School	7-12	PUBLIC		30	17	163	28.8%
30007	7176	New Salem Public School	Prairie View Elementary School	K-6	PUBLIC		37	16	144	36.8%
30013	3537	Hebron Public School	Hebron Public School	K-12	PUBLIC	X	51	37	173	50.9%
30039	2854	Flasher Public School	Flasher Public School	K-12	PUBLIC		45	24	203	34.0%
30048	3165	Glen Ullin Public School	Glen Ullin Public School	K-12	PUBLIC		14	21	143	24.5%
30409	1398	Christ the King School and Child Care	Christ the King Elementary School	K-8	PRIVATE		17	3	114	17.5%
30410	8160	St Joseph School & CC-Mandan	St Joseph Elementary School	PK-8	PRIVATE		9	1	124	8.1%
30800	5458	ND Youth Correctional Center	Marmot High School	NA	RCCI		67	0	67	100.0%
31001	6036	New Town Public School	Edwin Loe Elementary School	PK-5	PUBLIC	X	213	25	353	67.4%
31001	6039	New Town Public School	New Town High School	6-12	PUBLIC	X	169	26	359	54.3%
31002	8217	Stanley Public School	Stanley Elementary School	K-6	PUBLIC		56	21	224	34.4%
31002	8218	Stanley Public School	Stanley High School	7-12	PUBLIC		29	16	173	26.0%
31003	6923	Parshall Public School	Parshall Elementary School	K-6	PUBLIC	X	91	13	166	62.7%
31003	6925	Parshall Public School	Parshall High School	7-12	PUBLIC		37	12	119	41.2%
32001	8826	Dakota Prairie Public School	Dakota Prairie High School	7-12	PUBLIC		28	30	130	44.6%
32001	5641	Dakota Prairie Public School	Dakota Prairie Elementary School	K-6	PUBLIC	X	44	31	147	51.0%
32066	5136	Lakota Public School	Lakota High School	7-12	PUBLIC		15	6	106	19.8%
32066	5137	Lakota Public School	Lakota Elementary School	K-6	PUBLIC		25	11	97	37.1%
33001	1350	Center Stanton School District	Center School	K-12	PUBLIC		36	13	209	23.4%
34006	1323	Cavaller Public School	Cavaller Public School	K-12	PUBLIC		71	59	419	31.0%
34012	1626	Valley Public School	Valley Elementary School	K-8	PUBLIC		29	12	103	39.8%
34012	3721	Valley Public School	Valley High School	9-12	PUBLIC		17	3	55	36.4%

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34019	1928	Drayton Public School	Drayton Public School	K-12	PUBLIC		38	17	134	41.0%
34043	8212	St Thomas Public School	St Thomas Public School	K-12	PUBLIC	X	37	14	88	58.0%
34100	6982	North Border School District	Pembina Public School	7-12	PUBLIC		4	8	74	16.2%
34100	5999	North Border School District	Neches Public School	K-6	PUBLIC		16	17	102	32.4%
34100	9186	North Border School District	Walhalla School	K-12	PUBLIC		65	44	282	38.7%
35001	9508	Wolford Public School	Wolford Public School	K-12	PUBLIC		17	3	49	40.8%
35005	7614	Rugby Public School	Rugby High School	7-12	PUBLIC		59	24	316	26.3%
35005	7616	Rugby Public School	Rugby Elementary School	K-6	PUBLIC		73	35	249	43.4%
35409	5304	Little Flower Elementary School - Rugby	Little Flower Elementary School	K-6	PRIVATE		15	10	65	38.5%
36001	1829	Devils Lake Public School	Devils Lake High School	9-12	PUBLIC		115	37	577	26.3%
36001	1833	Devils Lake Public School	Central Middle School	5-8	PUBLIC		187	49	486	48.6%
36001	5743	Devils Lake Public School	Minnie H Elementary School	K-4	PUBLIC	X	53	5	105	55.2%
36001	7178	Devils Lake Public School	Prairie View Elementary School	K-4	PUBLIC	X	116	26	253	56.1%
36001	8280	Devils Lake Public School	Sweetwater Elementary School	K-4	PUBLIC		73	19	224	41.1%
36002	2113	Edmore Public School	Edmore Public School	7-12	PUBLIC		14	9	73	31.5%
36044	8230	Starkweather School District	Starkweather Public School	PK-12	PUBLIC		34	4	84	45.2%
36409	8162	St Joseph School-Devils Lake	St Joseph Elementary School	K-6	PRIVATE		13	9	155	14.2%
36714	0027	Lake Region Special Education	Harmony House	NA	RCCI		7	0	7	100.0%
36800	6710	ND School for the Deaf	ND School for the Deaf	K-12	RCCI	X	18	0	22	81.8%
37006	2898	Fort Ransom School	Fort Ransom Elementary School	K-6	PUBLIC		0	0	25	0.0%
37019	5290	Lisbon Public School	Lisbon Elementary School	K-4	PUBLIC		59	16	221	33.9%
37019	5293	Lisbon Public School	Lisbon Middle School	5-8	PUBLIC		51	19	199	35.2%
37019	5296	Lisbon Public School	Lisbon High School	9-12	PUBLIC		37	16	222	23.9%
37024	2387	Enderlin Area 24	Enderlin	K-12	PUBLIC		101	16	304	38.5%
38001	5778	MLS School District #1	Mohall	K-12	PUBLIC		60	36	286	33.6%
38001	7858	MLS School District #1	Sherwood	K-6	PUBLIC		7	5	44	27.3%
38026	3169	Glenburn Public School	Glenburn Public School	K-12	PUBLIC		45	30	246	30.5%
39008	3432	Hankinson Public School	Hankinson Public School	K-12	PUBLIC		72	32	305	34.1%
39018	2739	Fairmount Public School	Fairmount Public School	K-12	PUBLIC		37	11	120	40.0%
39028	5260	Lidgerwood Public School	Lidgerwood Public School	K-12	PUBLIC		29	40	196	35.2%
39037	1362	Wahpeton Public School	Central Elementary School	1-5	PUBLIC		94	32	367	34.3%
39037	1363	Wahpeton Public School	Wahpeton Middle School	6-8	PUBLIC		59	26	288	29.5%
39037	9170	Wahpeton Public School	Wahpeton High School	9-12	PUBLIC		64	22	433	19.9%
39037	9887	Wahpeton Public School	Zimmerman Elementary School	K-1	PUBLIC		44	13	134	42.5%
39042	9627	Wyndmere Public School	Wyndmere Public School	K-12	PUBLIC		38	32	210	33.3%
39044	2031	Richland Public Schools	Richland Elementary School	PK-6	PUBLIC		23	16	151	25.8%
39044	6120	Richland Public Schools	Richland Jr. & Sr. High School	7-12	PUBLIC		20	5	145	17.2%
39409	8156	St Johns School & CC-Wahpeton	St Johns Elementary School	K-6	PRIVATE		14	5	99	19.2%
39900	9175	Circle of Nations	Wahpeton Indian School	4-8	BIA/GRANT	X	109	3	125	89.6%
40001	1966	Dunseith School District	Dunseith High School	9-12	PUBLIC	X	141	26	196	85.2%
40001	1968	Dunseith School District	Dunseith Elementary School	K-8	PUBLIC	X	176	18	210	92.3%
40003	8152	St John Public School	St John Public School	K-12	PUBLIC	X	241	13	318	79.8%
40004	5055	Mt Pleasant School District	Mt Pleasant Public School	K-12	PUBLIC		50	25	247	30.4%
40007	8567	Belcourt School District #7	Turtle Mt Community High School	9-12	PUBLIC	X	372	43	594	69.8%
40007	8566	Belcourt School District #7	Turtle Mt Community Middle School	6-8	PUBLIC	X	257	3	345	75.3%
40007	8565	Belcourt School District #7	Turtle Mt Comm Elementary	K-5	PUBLIC	X	476	4	638	75.2%
40029	7555	Rolette Public School	Rolette Public School	K-12	PUBLIC	X	57	14	145	49.0%
40409	8120	Ojibwa Indian School	Ojibwa Indian School	K-8	PUBLIC	X	182	14	269	72.8%
40410	8119	St Ann's Catholic Indian School	St Ann's Catholic Indian School	K-6	PRIVATE	X	13	8	29	72.4%

40900	1970	Dunseith Day Elementary School	Dunseith Day Elementary School	K-8	BIA/GRANT	X	144	7	171	88.3%
41002	5719	Minor Public School	Minor Public School	K-12	PUBLIC		44	32	223	34.1%
41002	7757	North Sargent Public School	North Sargent Public School	K-8	PUBLIC	X	39	0	39	100.0%
41003	6130	Sargent Central School	Sargent Central Public School	K-12	PUBLIC		42	32	234	31.6%
41006	7709	Goodrich Public School	Goodrich Public School	K-12	PUBLIC		59	23	242	33.9%
42016	3199	McClusky Public School	McClusky Elementary School	K-12	PUBLIC	X	17	7	38	63.2%
42019	5320	McClusky Public School	McClusky High School	K-6	PUBLIC		15	8	48	47.9%
42019	5532	Solen Public School	Cannon Ball Elementary School	7-12	PUBLIC		15	5	51	39.2%
43003	1278	Solen Public School	Solen High School	K-8	PUBLIC	X	62	3	103	63.1%
43003	8036	Fort Yates Public School	Fort Yates Public School	9-12	PUBLIC	X	33	1	61	57.7%
43004	2921	Selfridge Public School	Selfridge Public School	6-8	PUBLIC	X	103	18	145	82.8%
43008	7804	St Bernard Mission School	St Bernard Mission School	K-12	PUBLIC	X	48	0	52	92.3%
43409	8130	Standing Rock School	Standing Rock Elementary School	1-6	PRIVATE	X	42	12	78	69.2%
43900	2902	Standing Rock School	Standing Rock High School	K-5	BIA/GRANT	X	225	32	348	73.8%
43900	2905	Dickinson Public Schools	A L Hagen Jr High School	9-12	BIA/GRANT	X	162	12	281	61.9%
45001	0010	Dickinson Public Schools	PS Berg Elementary School	7-8	PUBLIC		67	42	381	28.6%
45001	1356	Dickinson Public Schools	Dickinson High School	6	PUBLIC		30	17	158	29.7%
45001	1845	Dickinson Public Schools	Heart River Elementary School	9-12	PUBLIC		113	74	869	21.5%
45001	3160	Dickinson Public Schools	Jefferson Elementary School	K-5	PUBLIC	X	89	28	232	50.4%
45001	4600	Dickinson Public Schools	Lincoln Elementary School	K-5	PUBLIC		39	23	279	22.2%
45001	5282	Dickinson Public Schools	Roosevelt Elementary School	K-5	PUBLIC		60	17	282	27.3%
45001	7574	Dickinson Public Schools	South Heart Public School	K-5	PUBLIC		78	23	261	38.7%
45009	8060	South Heart School Board	Belfield Public School	K-12	PUBLIC		56	26	232	35.3%
45013	0884	Belfield Public School	Richardton High School	K-12	PUBLIC		43	34	221	34.8%
45034	7433	Richardton-Taylor School District	Taylor Elementary School	7-12	PUBLIC		20	17	123	30.1%
45034	8335	Richardton-Taylor School District	23rd Street Home	K-6	PUBLIC	X	53	12	126	51.6%
45301	0030	Able, Inc.	SW Multi-County Correction Center	NA	RCCL		1	0	1	100.0%
45308	0025	S.W. Multi County Correction Center	Trinity High School	NA	RCCL		21	0	21	100.0%
45410	1842	Dickinson Catholic Schools	Trinity Elementary West	7-12	PRIVATE		10	15	255	9.8%
45410	8196	Dickinson Catholic Schools	Trinity Elementary East	K-6	PRIVATE		4	10	115	12.2%
45410	8214	Dickinson Catholic Schools	Hope Public School	K-6	PRIVATE		11	17	120	23.3%
46010	3729	Hope Public School	Finley-Sharon Public School	7-12	PUBLIC		15	8	109	21.1%
46019	2827	Finley-Sharon School	Jamestown High School	K-12	PUBLIC		37	10	166	28.3%
47001	4570	Jamestown Public School	Jamestown Middle School	9-12	PUBLIC		120	85	773	26.5%
47001	4573	Jamestown Public School	WM S Gussner Elementary School	6-8	PUBLIC		111	79	528	36.0%
47001	4604	Jamestown Public School	Lincoln Elementary School	K-5	PUBLIC		38	17	244	22.5%
47001	5284	Jamestown Public School	Louis Lamour Elementary School	K-5	PUBLIC		61	30	202	45.0%
47001	5330	Jamestown Public School	Roosevelt Elementary School	K-5	PUBLIC		34	21	114	48.2%
47001	7571	Jamestown Public School	Washington Elementary School	K-5	PUBLIC		88	32	244	49.2%
47001	9247	Jamestown Public School	Medina Public School	K-5	PUBLIC		29	18	108	43.5%
47003	5657	Medina Public School	Pingree Buchanan Elementary School	PK-12	PUBLIC	X	55	26	157	51.6%
47010	1144	Pingree-Buchanan Public School	Pingree Buchanan High School	K-12	PUBLIC		17	6	72	31.9%
47010	7087	Pingree-Buchanan Public School	Montpelier Public School	8-12	PUBLIC		22	6	78	35.9%
47014	5794	Montpelier Public School	Kensal Public School	K-12	PUBLIC		21	22	101	42.6%
47019	4892	Kensal Public School	ND State Hospital	K-12	PUBLIC	X	20	8	44	63.6%
47301	6340	ND State Hospital	Anne Carlsen Center for Children	NA	RCCL		8	0	8	100.0%
47405	1610	Anne Carlsen Center for Children	St Johns Academy	PK-12	PRIVATE		56	0	58	96.6%
47409	8154	St Johns Academy-Jamestown	North Star School District	K-6	PRIVATE		25	14	169	23.1%
48010	1277	North Star School District		K-12	PUBLIC		63	26	247	36.0%

48028	6122	North Central - Rock Lake Board of Ed	North Central Public School	K-12	PUBLIC		10	3	48	27.1%
49003	1369	Central Valley Public School	Central Valley Public School	PK-12	PUBLIC		24	17	226	18.1%
49007	3504	Hatton Public School	Hatton Public School	K-12	PUBLIC		24	28	213	24.4%
49009	3630	Hillsboro Public School	Hillsboro High School	7-12	PUBLIC		35	5	200	20.0%
49009	3633	Hillsboro Public School	Hillsboro Elementary School	K-6	PUBLIC		44	16	242	24.8%
49014	5526	Mayville - Portland	Mayville-Portland Jr-Sr High School	6-12	PUBLIC		57	26	332	25.0%
49014	7145	Mayville - Portland	Peter Boe Jr. Elementary School	K-5	PUBLIC		59	21	238	33.6%
50003	3231	Grafton Public Schools	Grafton High School	9-12	PUBLIC		72	23	284	33.5%
50003	3235	Grafton Public Schools	Grafton Central School	5-8	PUBLIC		114	20	275	48.7%
50003	1366	Grafton Public Schools	Century Elementary School	K-4	PUBLIC	X	144	27	313	54.6%
50005	2891	Fordville-Lankin School District	Fordville Public School	K-12	PUBLIC		16	14	85	35.3%
50020	5759	Minto School District	Minto Public School	K-12	PUBLIC		73	7	224	35.7%
50078	9208	Park River Public School	Park River Public School	K-12	PUBLIC		98	36	420	31.9%
50106	2109	Edinburg School District	Edinburg Public School	K-12	PUBLIC		21	13	203	16.7%
50128	0081	Adams Public School	Adams Public School	K-6	PUBLIC		12	4	56	28.6%
51001	0869	Minot Public Schools	Belair Elementary School	K-5	PUBLIC		33	16	292	16.8%
51001	0886	Minot Public Schools	Bell Elementary School	K-5	PUBLIC		18	11	116	25.0%
51001	1715	Minot Public Schools	Dakota Elementary School	K-6	PUBLIC		56	108	380	43.2%
51001	2111	Minot Public Schools	Edison Elementary School	K-5	PUBLIC		45	40	393	21.6%
51001	2480	Minot Public Schools	Erik Ramstad Jr High School	6-8	PUBLIC		117	42	539	29.5%
51001	4645	Minot Public Schools	Jim Hill Jr High School	6-8	PUBLIC		124	40	641	25.6%
51001	5268	Minot Public Schools	Lincoln Elementary School	K-5	PUBLIC	X	76	21	178	54.5%
51001	5326	Minot Public Schools	Longfellow Elementary School	K-5	PUBLIC		51	28	203	38.9%
51001	5610	Minot Public Schools	McKinley Elementary School	K-5	PUBLIC		43	8	114	44.7%
51001	5660	Minot Public Schools	Memorial Jr High School	7-8	PUBLIC		8	21	118	24.6%
51001	5746	Minot Public Schools	North Plains Elementary School	K-6	PUBLIC		40	68	248	43.5%
51001	5750	Minot Public Schools	Central Campus School	9-10	PUBLIC		161	69	953	24.1%
51001	5752	Minot Public Schools	Magic City Campus School	11-12	PUBLIC		93	48	883	16.0%
51001	6126	Minot Public Schools	Lewis & Clark Elementary School	K-5	PUBLIC		103	46	357	41.7%
51001	6990	Minot Public Schools	Perkett Elementary School	K-5	PUBLIC	X	23	12	185	18.9%
51001	7577	Minot Public Schools	Roosevelt Elementary School	K-5	PUBLIC	X	77	14	135	67.4%
51001	8264	Minot Public Schools	Sunnyside Elementary School	K-5	PUBLIC	X	143	21	239	68.6%
51001	9249	Minot Public Schools	Washington Elementary School	K-5	PUBLIC	X	153	38	374	51.1%
51004	6005	Nedrose School	Nedrose Elementary School	K-8	PUBLIC		51	23	196	37.8%
51007	8819	United Public School District #7	Burlington-Des Lacs Elementary School	PK-8	PUBLIC		61	47	414	26.1%
51007	8823	United Public School District #7	Des Lacs-Burlington Jr & Sr High	9-12	PUBLIC		24	8	175	18.3%
51016	7717	Sawyer Public School	Sawyer Public School	K-12	PUBLIC		44	15	129	45.7%
51028	4878	Kenmare Public School	Kenmare Elementary School	K-6	PUBLIC		26	11	107	34.6%
51028	4882	Kenmare Public School	Kenmare High School	7-12	PUBLIC		33	21	171	31.6%
51041	8266	Surrey Public School	Surrey Public School	K-12	PUBLIC		69	34	339	30.4%
51070	8068	South Prairie School District	South Prairie Elementary School	K-8	PUBLIC		65	10	155	48.4%
51161	0915	Lewis and Clark School District	Berthold Public School	PK-12	PUBLIC		17	29	247	18.6%
51161	7108	Lewis and Clark School District	Plaza Public	PK-6	PUBLIC		6	0	25	24.0%
51161	7659	Lewis and Clark School District	North Shore Elementary School	PK-6	PUBLIC		7	2	28	32.1%
51161	5446	Lewis and Clark School District	North Shore High School	7-12	PUBLIC		13	3	63	25.4%
51401	3200	Dakota Boys Ranch Association	Dakota Boys Ranch School	NA	RCCI		57	0	72	79.1%
51401	0036	Dakota Boys Ranch Association	Fargo Youth Home	NA	RCCI		9	0	9	100.0%
51401	2694	Dakota Boys Ranch Association	Fargo Residential Treatment Center	NA	RCCI		14	0	14	100.0%
51401	6434	Dakota Boys Ranch Association	Western Plains Residential Center	NA	RCCI		14	0	14	100.0%

51409	0968	Minot Catholic Schools	Bishop Ryan High School	6-12	PRIVATE	32	18	287	17.4%
51409	5306	Minot Catholic Schools	Little Flower Elementary School	3-5	PRIVATE	11	2	59	22.0%
51409	8174	Minot Catholic Schools	St Leos School	K-2	PRIVATE	10	5	58	25.9%
52025	2792	Fessenden-Bowdon School District	Fessenden-Bowdon Public School	K-12	PUBLIC	33	21	145	37.2%
52035	3831	Hurdfield School	Hurdfield Elementary School	K-8	PUBLIC	0	5	11	45.5%
52038	3478	Harvey Public Schools	Harvey Elementary School	K-8	PUBLIC	56	30	263	32.7%
52038	3479	Harvey Public Schools	Harvey High School	9-12	PUBLIC	29	11	149	26.8%
53001	3370	Williston Public Schools	Hagan Elementary School	K-6	PUBLIC	95	30	306	40.8%
53001	5231	Williston Public School	Lewis & Clark Elementary School	K-6	PUBLIC	74	30	240	43.3%
53001	7445	Williston Public School	Rickard Elementary School	K-6	PUBLIC	46	25	291	24.4%
53001	9412	Williston Public School	Wilkinson Elementary School	K-6	PUBLIC	64	35	239	41.4%
53001	9416	Williston Public School	Williston High School	9-12	PUBLIC	112	54	785	21.1%
53001	9418	Williston Public School	Williston Middle School	7-8	PUBLIC	80	28	346	31.2%
53002	7352	Nesson Public School	Ray Public School	K-12	PUBLIC	14	9	173	13.3%
53006	2270	Eight Mile Public School	Eight Mile Public School	K-12	PUBLIC	32	29	204	29.9%
53008	3045	New Public School District	Garden Valley Elementary School	1-8	PUBLIC	8	4	29	41.4%
53008	7600	New Public School District	Round Prairie Elementary School	K-8	PUBLIC	6	3	41	22.0%
53008	8246	New Public School District	Stony Creek Elementary School	1-8	PUBLIC	30	15	141	31.9%
53015	1360	Tioga Public School	Central Elementary School	K-6	PUBLIC	27	13	111	36.0%
53015	8463	Tioga Public School	Tioga High School	7-12	PUBLIC	21	11	160	21.4%
53099	3281	Grenora Public School	Grenora Public School	K-12	PUBLIC	23	6	78	37.2%
53409	8166	St Josephs School-Williston	St Josephs Elementary School	9-12	PRIVATE	9	7	113	14.2%
		Totals				21458	7338	89260	32.2%

*Schools in which 50% or more of the enrolled students are eligible for free or reduced price meals are considered "area eligible" for participating in the USDA At Risk After School Snack Program and the Summer Food Service Program.

TESTIMONY – PROTECTION AND ADVOCACY PROJECT

BILL 1276 (2009)

SENATE EDUCATION COMMITTEE

Honorable Layton Freborg -- Chairman

March 3, 2009

Chairman Freborg, and members of the House Education Committee, I am Bruce Murry, a lawyer with the North Dakota Protection and Advocacy Project (P&A), an independent state disability rights agency.

P&A supports this bill because it increases access to after school programming. Several laws set minimum levels of accommodation for students with disabilities. These include Title 15.1 of the North Dakota Century Code, the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. Most of these laws adjust their expectations according to the resources of the school district.

Sometimes, however, schools find clever ways to serve students through a variety of modes and at a variety of levels. We urge the Department of Public Instruction to build incentives for going above and beyond the minimum levels of accessibility in this competitive grant process.

Thank you very much for your consideration.



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Testimony of Support House Bill No. 1276 March 3, 2009

Good morning Chairman Freborg and members of the Education Committee. My name is Veronica Zietz (#166); I am the Executive Director at The Arc of Bismarck. I am here today representing The Arc of Bismarck and The Arc of Cass County.

I support House Bill No. 1276 because it would allocate money towards afterschool programs through competitive grants and act as an incentive for schools to implement a valuable service for students and their families. However, I would like to offer an amendment to HB1276. I would suggest that competitive grants which focus on inclusion of children with disabilities be given priority when awarded. This would be an incentive for afterschool programs to provide the necessary outreach to children with disabilities and their families, but also to ensure activities are inclusive.

Afterschool programs offer many benefits to students including increased learning, improved health, increased exposure to career choices, and enhanced social and psychological development. Specific examples are as follows:

Increased Learning:


- Increased achievement in math, reading, and other academic subjects
- Enhanced reading ability and motivation, and greater self-confidence in reading
- Improved school attendance and reduced drop-out rate
- Completion of more and better-quality homework
- Reduced in-grade retention and placement in special education

Healthier Students:

- Decreased risk of teen parenthood
- Decreased likelihood of substance abuse
- Enhanced nutrition and wellness
- Increased opportunities to engage in fitness activities

Career Outcomes:


- Exposure to a variety of careers and related interests through targeted activities (e.g., job shadows, speakers, workplace visits, etc.)

- 
- Increased commitment to schooling and a subsequent development of higher aspirations for the future, including the intention to complete high school and college

Social & Psychological Development:

- Fewer behavioral problems in school
- Enhanced ability to handle conflicts
- Better social skills (more cooperative attitude with adults and peers)
- Improved self-confidence through development of caring relationships with adults and peers
- Growth in personal sense of community

The benefits of afterschool programs do not end with the student; both schools and communities also reap benefits. Specific examples are as follows:

- 
- More effective use of funding (e.g., better use of public libraries, parks, and recreational facilities)
 - Increased capacity to serve children
 - Increased business support and involvement
 - Increased parental involvement and support of the school
 - Maintenance or increase of student enrollments
 - Improved school image
 - Decreased vandalism and delinquency
 - Increased advocacy on the part of the community for the school
 - Decreased crime rates. (e.g. juvenile crime rates peak during after-school hours)

House Bill 1276 has the ability to make a very positive impact on many children; however I must ask that you consider adding language to this bill which would support outreach and inclusion of children with disabilities. One in every five households in North Dakota has a child with a disability and I believe these children should participate in afterschool programs at a proportional rate and receive the same benefits from afterschool programs. By promoting inclusion of children with disabilities in this bill you would be creating an integrated environment where all children can learn and grow together, and develop an understanding that we are all more alike than different.

I would like to thank the committee members for the opportunity to say a few words in support of this bill. My name is Marc Bluestone. I am the Superintendent of the New Town Public School District #1 in New Town, North Dakota. New Town is located on the Fort Berthold Indian Reservation. We have 711 students in grades prekindergarten to 12th grade. Of which, 68% of our students qualify for the free and reduced cost meal program. **I am here to testify on behalf of our school district and community in support of House Bill 1276 to provide funding for after school learning programs.**

The New Town Public School District has implemented after school programming for our elementary students for the past six years. It was expanded to the high school and middle school two years ago. We have used both district funding and 21st Century Program funding to hire teachers to assist students with improving their academic skills. This summer, New Town Schools was fortunate to be included in the recently received 21st Center Program competitive grant awarded to the Great Northwest Education Consortium. This program serves more than 1,200 students from New Town, Mandaree, Parshall, White Shield, Twin Buttes, Williston, and Trenton.

We believe after school programming has been critical to our success in making Adequate Yearly Progress under the No Child Left Behind legislation. Prior to this past year when we joined the ranks of 169 other schools in North Dakota, our elementary school had made AYP for four years. Our middle school had made AYP for two years and our high school made AYP for three years. Our high school was the only school in our district to make AYP this past year.

We have two types of after school programming available for our students. Academic enrichment and tutoring is held in our school buildings three days a week. Last year, 39% of our elementary students (125 students) and 27% of our middle school and high school students (93 students) participated in academic enrichment programming on a regular basis in our buildings. After school activities such as health, recreational, technology, cultural, and exploratory programs are available five days a week from 4:00 pm to 8:30 pm at the Three Affiliated Tribes Boys and Girls Club via their 21st Century Program funds. Last year, 59% of our students (426 students) were active members of the local Boys & Girls Club. We would serve even more students but transportation is a challenge in our school district.

After school programs give at-risk students a safe and positive environment to go to after they are done with school. After school programming gives latch key kids learning opportunities instead of staying home and watching television and/or playing video games. Over the past six months, our students have participated in archery classes, cooking classes, weightlifting and recreational classes, golf instruction, life skills, baseball and basketball leagues, character education classes, science/technology club activities, walking/running clubs, and learning more about the culture and history of the Mandan, Hidatsa, and Arikara people.

School districts across the country have attributed some of their success of making Adequate Yearly Progress to implementing strong after school programs including the schools on the Fort Berthold Indian Reservation. The No Child Left Behind legislation recommends that schools implement after school programming for those schools that have not made Adequate Yearly Progress. Unfortunately, the

legislation has not provided the funding to fully implement this. House Bill 1276 would be a step in the right direction. I encourage you to give House Bill 1276 a Do Pass recommendation. Thank you. If you have any questions, I would be happy to answer them.

	FY 2008			President's Proposed FY 2009**			Full NCLB Authorization		
	Funds Distributed	Number of Children Served*	Funds Distributed	Number of Children Served*	Children Leaving Services due to Cut	Funds Distributed	Number of Children Served*	Number of Children Left Unserved†	
Alabama	\$15,716,821	15,717	\$12,106,410	12,106	3,610	\$36,342,288	36,342	20,625	
Alaska	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Arizona	\$21,275,570	21,276	\$14,415,116	14,415	6,860	\$49,185,883	49,186	27,920	
Arkansas	\$9,766,890	9,767	\$8,171,154	8,171	1,596	\$22,583,693	22,584	12,817	
California	\$131,999,576	132,000	\$92,505,111	92,505	39,494	\$305,224,991	305,225	173,225	
Colorado	\$9,927,909	9,928	\$7,652,472	7,652	2,275	\$22,956,482	22,956	13,029	
Connecticut	\$9,015,209	9,015	\$6,090,465	6,090	2,925	\$20,846,030	20,846	11,831	
Delaware	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
District of Columbia	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Florida	\$47,168,992	47,169	\$37,040,020	37,040	10,129	\$109,069,708	109,070	61,901	
Georgia	\$33,303,918	33,304	\$24,997,015	24,997	8,307	\$77,009,248	77,009	43,705	
Hawaii	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Idaho	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Illinois	\$48,340,920	48,341	\$30,813,075	30,813	17,528	\$111,779,578	111,780	63,439	
Indiana	\$18,827,976	18,828	\$13,476,627	13,477	5,351	\$43,536,267	43,536	24,708	
Iowa	\$5,612,566	5,613	\$4,061,418	4,061	1,552	\$12,978,962	12,979	7,366	
Kansas	\$7,154,166	7,154	\$5,370,688	5,371	1,783	\$16,542,707	16,543	9,389	
Kentucky	\$15,027,316	15,027	\$11,896,864	11,897	3,130	\$34,747,933	34,748	19,721	
Louisiana	\$22,346,204	22,346	\$17,449,017	17,449	4,897	\$51,671,529	51,672	28,325	
Maine	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Maryland	\$15,342,177	15,342	\$10,309,979	10,310	5,032	\$35,475,992	35,476	20,134	
Massachusetts	\$17,002,191	17,002	\$12,935,232	12,935	4,067	\$39,314,472	39,314	22,312	
Michigan	\$37,589,595	37,590	\$29,367,040	29,367	8,223	\$86,919,056	86,919	49,330	
Minnesota	\$9,306,805	9,307	\$6,956,256	6,956	2,351	\$21,520,282	21,520	12,213	
Mississippi	\$13,937,708	13,938	\$10,458,302	10,458	3,479	\$32,228,413	32,228	18,291	
Missouri	\$16,390,440	16,390	\$12,602,531	12,603	3,788	\$37,069,909	37,070	21,509	
Montana	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Nebraska	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Nevada	\$6,565,882	6,566	\$4,556,166	4,556	2,010	\$15,182,361	15,182	8,616	
New Hampshire	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
New Jersey	\$20,170,012	20,170	\$16,029,097	16,029	4,141	\$46,639,481	46,639	26,469	
New Mexico	\$8,035,977	8,036	\$6,362,047	6,362	1,674	\$18,581,734	18,582	10,546	
New York	\$98,773,426	98,773	\$65,835,947	65,836	32,937	\$228,395,568	228,396	129,622	
North Carolina	\$24,530,586	24,531	\$20,471,336	20,471	4,059	\$56,722,515	56,723	32,192	
North Dakota	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Ohio	\$36,688,700	36,689	\$28,733,349	28,733	7,955	\$84,835,940	84,836	48,147	
Oklahoma	\$10,056,224	10,056	\$8,401,152	8,401	1,655	\$23,253,187	23,253	13,197	
Oregon	\$9,736,866	9,737	\$7,947,818	7,948	1,789	\$22,514,730	22,515	12,778	
Pennsylvania	\$42,231,941	42,232	\$31,790,868	31,791	10,441	\$97,663,676	97,664	55,422	
Puerto Rico	\$37,329,381	37,329	\$29,280,151	29,280	8,049	\$86,317,358	86,317	48,988	
Rhode Island	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
South Carolina	\$15,373,083	15,373	\$11,652,497	11,652	3,721	\$35,547,456	35,547	20,174	
South Dakota	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Tennessee	\$16,732,920	16,733	\$13,783,740	13,784	2,949	\$38,691,832	38,692	21,959	
Texas	\$94,136,670	94,137	\$72,270,622	72,271	21,866	\$217,673,913	217,674	123,537	
Utah	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Vermont	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
Virginia	\$16,560,710	16,561	\$12,891,306	12,891	3,669	\$38,293,627	38,294	21,733	
Washington	\$14,840,197	14,840	\$10,490,146	10,490	4,350	\$34,315,254	34,315	19,475	
West Virginia	\$6,775,952	6,776	\$5,608,297	5,608	1,168	\$15,668,156	15,668	8,892	
Wisconsin	\$16,485,497	16,485	\$10,420,659	10,421	6,065	\$38,119,711	38,120	21,634	
Wyoming	\$5,297,714	5,298	\$3,920,000	3,920	1,378	\$12,249,999	12,250	6,952	
admin net aside			\$8,000,000			\$25,000,000			
National Total	\$1,081,166,187	1,081,166	\$800,000,000	800,000	281,166	\$2,500,000,000	2,500,000	1,418,834	

*Estimated numbers of children served are based on cost of \$1000 per child
**FY 2009 Estimates are unconfirmed, but based on funding chart previously available on US Dept. of Education website
†referred to FY 2008 baseline level

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**Testimony of Kari Helgoe, Site Director
Cavalier Extended School Project
House Bill 1276
Senate Education Committee
Missouri Room
March 3, 2009**

Chairman Freborg and members of the Committee, I am Kari Helgoe. I have been the site director for the Cavalier Public School's Extended School Program (ESP) for the past eight years. I am here today in support of HB 1276, which provides funding for afterschool learning programs.

For the first seven years of Cavalier's after school programming we were part of North Valley's Extended School Project with federal funding provided through 21st Century Community Learning Centers. This year Cavalier did not qualify for state 21st Century funding due to the district's lower free and reduced numbers.

We did not enter into our eighth year of existence lightly. First the students' need for after school services was assessed. From teacher input and previous years' program data, it was determined that regular attendees of ESP benefited academically and socially from the after school environment. Homework assistance, reinforcement activities and enrichment learning opportunities have positive impacts on student achievement, self-esteem, and cooperation. Also, information from parent surveys and focus groups indicated a gap in childcare services within the community for children ages 6-12. Working families were concerned about the safety and well-being of their children after school. Assurances of support were garnered from Cavalier's school board, administration, teaching staff, the families in our district, and community members before making the decision to continue offering after school services.

After seven years in existence we were reluctant to deviate from previous programming standards and today continue to offer an after school program with similar hours and activities with a strong emphasis on academics including math, language arts, and science. Currently the program is staffed daily by 2-4 certified teachers depending on student attendance. The program also relies on partnerships within the community to provide programming resources including NDSU Extension, 4-H after school, the Cavalier Public Library, Icelandic State Park, Pembina County Public Health, and Cavalier Parks and Recreation. Family members also continue to volunteer their time with the program.

Revenue sources and funding continue to be obstacles we face each month. Cavalier ESP is very fortunate to have the support of the local school board and administration. The Cavalier School District included after school funding in its current budget comprising 1/3 of ESP's annual budget. Monthly parent fees comprise another third of the budget. Donations and fundraisers complete our budget. This year we have already successfully raised over \$9,400 in a community with a population just over 1,300. We are still anticipating a shortfall of \$3,000 by the end of May and will be looking at other fundraising options in the upcoming month.

Cavalier has 213 students in grades K-6. This year we have served over 80 different students, 70 of which are considered full-time attendees. Our average daily attendance is 48 students. ESP has 15 students attending daily who qualify for free and reduced status. There are an additional 80 free and reduced students in the Cavalier school system that could use our services but choose not to.

Previously, Cavalier has not had to charge families for our before and after school services due to the fact that our school district funded 25% of our 21st CCLC program. Since implementing fees,

we've lost 1/3 of the families enrolled in our program. Monthly fees for our program are \$60/month for a family; \$40/month for a reduced family; and no charges for those with free status. Some of the families that regularly used the program in the past are no longer with us. Many of them have chosen to let their children stay home alone for an extra hour or are having them join them at work. Some have found babysitters or other family members to care for them. Of course this choice is theirs to make, but the ones that sadden me the most are the unsupervised children I see hanging out on the playground with nothing to do.

These same children were learning and interacting with us a year ago. Children I know qualify for reduced or even free meals today. My heart aches because I want to speak to the parents and lobby with them to use our services, but I know our bottom line can't handle many more non-paying students without making the fundraising burden harder for my other families. So I watch them roam the school grounds, see them uptown unattended or hanging out in the hallways waiting for ballgames to start after school. Sometimes hard decisions are made easier though because bottom line or not to do nothing is worse than any budget concern.

Take for example a situation I encountered earlier this year. Right before the fall parent teacher conferences I had a fourth grade teacher approach me wanting to recommend our study hall services for a student struggling to keep up academically. I knew the student. Other teachers in other years had also recommended to her parents she attend ESP to strengthen her math and reading skills. She had come but only once or twice each year. She receives Title services during the day and had sporadically attended our summer programming in the past. And now this year her parents were going to have to pay - a reduced fee- but still a fee for her to receive extra homework assistance. I knew if I mentioned a fee for these services she'd never attend. And she'd fall further behind. So I

waived it because attendance was teacher recommended. And she's been coming to ESP three days a week since November. She's more confident and outgoing today. She's been turning in her homework and passing her tests.

Am I bothered by my decision to make an exception in this case based on academics? When I see the smile on the face of that student I can honestly say "no". When I run into a former ESP student in the hallway who I know is alone after school, "yes I am". Would I make an exception for them if they asked? Yes, I would.

All students today should have the valuable opportunity to learn and develop new skills under the supervision of teachers and qualified community members. They all should have the chance to be in an environment that is safe where they can build relationships and gain self-confidence. It's important that there should be funding for all students throughout North Dakota to have access to after school learning.

Chairperson Freborg and committee members, it is with expectation that I urge a do pass on HB 1276. Thank you and I would be happy to answer any questions that you may have.



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March 3, 2009

HB 1276
Senate Education Committee
Senator Layton Freborg, Chairman

Chairman Freborg and members of the Senate Education Committee,

My name is Kayla Pulvermacher; I am here representing North Dakota Farmers Union. I stand in support of House Bill 1276.

North Dakota Farmers Union believes every child in our nation should have equal opportunity to obtain the most effective education that can be provided by the nation's resources.

Our organization supports legislation that will allow all school districts in North Dakota an equal opportunity to participate with after-school programming.

North Dakota Farmers Union appreciates the quality of education provided by our rural schools and believes that HB 1276 is a necessary enhancement to North Dakota education. I respectfully ask for a "do pass" recommendation on HB 1276.

Thank you, Chairman Freborg and members of the Committee. I would be happy to answer questions.



Testimony of Ned Strand, Site Coordinator
Minot Public Schools Community Learning Centers
House Bill 1276
House Education Committee
March 3rd, 2009

My name is Ned Strand and I am a site coordinator at Roosevelt Elementary School in Minot. I'm here today to voice my support for the 21st Center Community Learning Center Programs.

I have been a Site Coordinator since the inception of the Minot Public Schools Community Learning Centers (CLC) Programs started in the Spring of 2000. Over the almost nine years of its existence I have witnessed growth not only in numbers, but in quality of the programs we provide. Roosevelt Elementary sits in the NE corner of Minot and has an enrollment of about 130 students. Roosevelt has a diverse socioeconomic population. At present the CLC program has 91 students enrolled with a free and reduced rate of about 80%.

Just to give you a picture of a normal day at the CLC program at Roosevelt, I have included the following. At 7am there are a few students and parents anxiously waiting to get in the door. By 7:30am there are 20 or so students and by 8am we are buzzing with approximately 60 students on a daily basis. Students get homework help or extra educational enrichment. Other students are enjoying educational board and card games with their peers and friends. Students are helped and supervised through breakfast as well. After breakfast students join a station that rotates on a daily basis. Some may enjoy reading time in the library, time in the computer lab, or physical activity in the gym. Students are also assisted in their transition to their classroom at the 8:40a.m. bell to start the school day.

After school there are about 70 students participating on any

normal day. Classroom teachers bring their CLC students to the attendance area at 3pm. CLC personnel greet students and assist students in hanging up their coats and backpacks. Students enjoy some social time as attendance is taken. Students then rotate through the lunch room for a nutritious snack and in the gym for a little energy release time. By 3:45pm students are in their groups rotating through stations. Stations are in various rooms in the school where we focus on activities for enrichment in the areas of math, reading, and science. Students are also tutored on a daily basis. Yesterday stations included the lunch room where Mrs. Lee from the Taube Museum of Arts discussed Geometric shape art and history. Then students were able to make their own masterpiece and leave their signature on it. Tutoring took place for 2nd and 3rd graders as they focused on Math. There was assistance in the computer lab that focused on math and some great sites that students practice their skills learned in the classroom. Another station was in the gym as students enjoyed activities with a large parachute. The final station was in the multipurpose area where students worked with tangrams in order to make various geometric shapes.

The great part of the after school program is the homework help portion. Parents, teachers, and administration love this part of the program. Students who have homework or need assistance have time in the homework station or are able to take it with as they travel from station to station. Students like it because the CLC aides are college students who can relate to their work better than their parents. Parents like it because they have more time for family activities and don't have to argue at home over homework assistance. Teachers like it because the students are getting their homework in on time and are learning beyond the regular school hours. Administrators like it because proficiency test scores have risen each year.

The CLC program is not only an extended part of the school day, but a necessity in the culture of the schools that we operate at.

Not only is Minot Public Schools implementing the Professional Learning Communities concept into our schools, but we see it already tying in smoothly with the CLC programs as we already collaborate with classroom teachers and special education teachers about the educational needs of our students.

As I stated earlier I have been with the CLC program since May of 2000 and have seen tremendous growth in numbers, quality of our program, and success of our students we serve. I have seen families come through the program who are struggling to make ends meet financially to those struggling to find treasured family time and have received many "thank yous" from parents at both ends of the spectrum. The CLC program has brought the school together as a unit in teaching "our" students to ensure learning for all.

As I close, there is a special note I'd like to share. In the Fall of 2000, Stephanie Ward was a 5th grade student in the Roosevelt CLC program. Two years later she volunteered in the Summer program. Stephanie's much younger sister was in the program from 2002-2008. This past fall, as a freshman at Minot State University majoring in Elementary Education, Stephanie joined the CLC program as an employee. I can already tell you that Stephanie is having a great experience giving back to what her family treasured for a number of years.

I encourage you to support House Bill 1276 as these programs affect families far more than we can ever know.
Thank you.

Ned Strand

**Testimony of Mike Anderson, Site Coordinator
Minot Public School Community Learning Center
House Bill HD 1276
Senate Education Committee
March 3, 2009**

My name is Mike Anderson and I am the Site Coordinator for the Community Learning Center(CLC) at Lincoln Elementary in Minot. I would like to share some information on my program at Lincoln to support the \$1 million for before and after school programs in North Dakota.

The Minot Public School CLC mission statement is to "Empower all learners to succeed in a changing world." Our vision statement is to bring the school and community together to encourage students and community members to realize their potential, and promote life long learning experiences. I believe that our CLC programs are a vital part of this process.

Currently at Lincoln we have 89 students enrolled in the program. We have had as many as 106 this school year. That number has dropped because we had to raise our fees from what they have been in the past. We no longer have any families that are totally free. 69 families comprise that 89 total number of students. Of those 69 families, 32 receive free lunches or 48 students. 8 families are on reduced lunch plans, or 9 students. The remaining 29 families, 32 students, pay full price for lunches. That is 64% of my students at Lincoln are either free or reduced. Of the 17 students that are no longer in the program, at least 7 have dropped out because they didn't want to, or couldn't afford to make the payment for the program. Those students are now going home to an empty house or to a friends house doing who knows what after school.

We had to raise our monthly fees, because like everything else it is costing us more to run the program. Also to amount of Federal dollars that we are receiving has dropped from years past. The following is a breakdown of our monthly fees that we charge in Minot. Families that pay full price for lunch - 1 student = \$90 a month, 2 students = \$100, 3 or more students = \$110. Families that pay reduced rates for lunch - 1 student = \$40, 2 students = \$50, and 3 or more students = \$60. Those receiving free lunches - 1 student = \$10, 2 students = \$20, and 3 or more students = \$30. Compared to daycares in our community, that isn't very much, but some of those families just can't afford it. The money

that HB 1276 is asking for would help us around the state to be able to reach more students before and after school.

The program has also made a difference in the State Assessment Standards. In 2007 the Math Standards saw 35% of students tested increase their grade by half a grade or more. The Reading Standards had 33% of the students increase their grade by half a grade or more. Counselors, principals and parents are very pleased with the assistance and impact we have made on the students educational progress. Our parents, teachers, administration and school board support the Minot Public Community Learning Center. The program provides a substantial impact on the student's academic enrichment. We provide a safe, and fun-learning environment for students to continue their growth in our educational system.