2011 SENATE APPROPRIATIONS

SB 2013

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
January 10, 2011 AM
12669 & 12670 (additional testimony)

☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf.

Minutes: See attached testimony #1-5.

Chairman Holmberg called the committee hearing to order on SB 2013. Roll call was taken. All committee members were present. Sara Chamberlin – Legislative Council; Joe Morrissette – OMB.

Dr. Wayne G. Sanstead, State Superintendent, Department of Public Instruction – Testimony attached - #1.

Reading from his testimony, **Dr. Sanstead** gave an overview of the department.
Presented an article from the opinion page of the Bismarck Tribune. Testimony attached - #2.
Presented optional requests/recommendations – Testimony attached - #3.
Department Overview – Testimony attached - #4

Chairman Holmberg – (meter 13:07) asked about the Indian Education Advisory Committee that is in the budget. During the higher education study this past interim, the ND scholarship program was looked at and found that test scores from Native American students was very low. He asked if the Indian Advisory was looking at this and if there were any answers.

Dr. Wayne G. Sanstead replied that they are looking at ways in which cooperation and collaboration between the state and tribes could improve. There are governance issues as well as a host of other government systems in place with the native schools. From that perspective, the committee will be seeing a further study request and it includes an appropriation. It is an appropriation and a bill with initiatives to try and move forward. It even starts with attendance and move forward with a host of problems that need further definition and attention. One of the only growing groups in the state are native youth and they need to be trained to enter the work force.

Carmen Suminski, Superintendent of the ND School for the Deaf and Division of Vision Services. - (Testimony attached - #5).
Provided information that included a Historical perspective; major accomplishments of 2009-2010; Status of HB 1013 (2009 Legislative Session); Statistical Information and Services provided.

Chairman Holmberg (meter 41:56) asked about budget request and wanted clarification that this is the governor's budget and not any additional requests over and above the governor's executive budget?
Carmen Suminski assured him that this was in the governor's budget. The governor's budget brings building standards up to code for ADA and safety. The buildings at School of the Deaf (NDSD) are old and have not been maintained. The school needs to be in compliance as they are looking at a Phase I and Phase II development.

Joe Morrissette was asked to explain how the budget was put together for OMB. He replied that the legislature appropriated $835,000 for the current biennium to be used in the Trades building remodel, however, the money was not used. State statute would require that the money be returned back to the general fund so the governor's budget proposes that the money would be retained at the school since it was appropriated and it would be transferred to their general fund. It would then be appropriated from that special fund for projects at that facility that are not in Phase I or Phase II. They are improvements to the school building, the kitchen and dining room facility and the dormitory bringing them up to compliance with health and safety codes. It is $835,000 that would be carried over from the current appropriation rather than be turned back and about another $100,000 to be used for those projects.

Carmen Suminski explained why the $835,000 not used. One of the first things she did when she started was to meet with the Trades building. They didn't feel they would be good stewards of the states money because they didn't have a definite plan. At that time it hadn't been decided what to do with the funding. They now have master plan.

Senator Warner said it seemed like we're drifting away from the mission of ND School of the Deaf (NDSD) and becoming a landlord and wondered if there had been discussion of transferring ownership to OMB and using OMB as the landlord?

Joe Morrissette said that had not been discussed. The projects that are included in the governor's budget are all buildings that are currently used by NDSD in their current mission. The amounts that are recommended come from the facility master plan that was done in the current biennium.

Michael Loff, Business Manager at School of the Deaf (meter 47:20)
Reading from page 9 of Testimony #5, he helped walk thru master plan and the budget.

Appendix E (Testimony #5) – went through blueprints of the Trades Building Renovation. $1,157,119 additional spending for Connecting Link (Phase I) and approx. $1,670,000 for the Trades Building (Phase II)
She concluded her testimony.

Senator Grindberg (meter 65:31) asked if the committee could get a comparison of clients served for the last three biennium to compare what was reported during this biennium so they could compare apples to apples.

Joe Morrissette said he'd have check with Michael Loff about the statistical data in our system. Michael Loff said they can get some statistics but accounting has changed somewhat since the last biennium.

Carmen Suminski added that her concern would be the accuracy of a comparison. The NDSD was not consistent in their data collection before and now are submitting data on a monthly basis and quarterly reports are being submitted and prepared. She said they could prepare something, but couldn't guarantee its accuracy.

Senator Grindberg said the best they could do would be helpful. He's thinking numbers have been going down steadily over past appropriation hearing and he's trying to reconcile the need for additional space. Also, he asked how they obtained the designation of a Center of Excellence.

Carmen Suminski replied that the planning group of 13 members – the advisory group that developed the plan began using the term. It was not from the governor's office or the university system. Addressing the declining numbers, the student enrollment which are students who are physically there has gone down over a period of years, but the mission is broadening. The Connecting Link and Phase II would improve facilities for outreach and communications. With technology today, it's moving fast. It's not renovated space for the number of students at the school, but for this facility and collaboration with Lake Region and Minot State University.

Senator Robinson stated that as a member of task force, there has been a perception that is not accurate – that numbers are declining. The committee was determined to come up with plan and found that there is a need for that facility, but not in the traditional sense of the word. There are students of a very young age through high school. Many are acute with multiple complications; they're not just deaf. He praised the service at the school as second to none. It's a special place with a culture. The task force sees this place as becoming a center where folks across the state can access. The doors are more revolving than closed on a long term basis. Some folks come for long term, and in some cases they are there for a weekend or a workshop. He urged the committee to not dismiss the work of the taskforce. He was privileged to have served on the task force saying that it's much more than a hand full of buildings and a couple of kids.

Mike Hillman, Vice Chancellor for Academic and Student Affairs, ND University System (no written testimony) (later handed in attached testimony # 5 A)
He made the comment that there was a new concept in the NDSD budget last year that he wanted to report on. This year, it appears in SB 2013, page 2, line 31 under Grants and it's further described on page 7 starting on line 17. It's known as the Higher Education Interpreter Grant Program. It provides resources to system institutions for the extraordinary costs of providing interpreter and real time captioning services for students who are deaf and hard of hearing. In recent years, there has been an increase in the number of deaf

and hard of hearing students enrolling in post secondary education. We are required and committed to provide reasonable accommodations for students with disabilities. Providing student services to students, especially deaf students, is very skilled labor intensive and very expensive. The number of deaf and hard of hearing students on a campus can vary significantly year to year making it very difficult to budget. This is particularly challenging for smaller institutions without much budget flexibility. The establishment of a pool of funds at the NDSD is an efficient way to address the needs of deaf and hard of hearing students attending system institutions. It has resulted in more seamless services to students by helping to address the resource challenges that our institutions face serving students with disabilities. In summary, this was a new program that has worked very well.

Chairman Holmberg recessed for 15 minutes.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
January 10, 2011 AM
12680

☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction and the school for the blind.

Minutes: See attached testimony # 6 & 7

Chairman Holmberg called the meeting back to order at 10:00 and stated that he received a call from Allan Peterson (Financial Chairperson, ND Assoc. of the Blind) in Fargo who wanted to express his support for the Governor's budget for vision services. He was unable to attend to the meeting but wanted the committee members to know that the ND Assoc. of the Blind is supportive of the budget for the NDSB. Sara Chamberlin – Legislative Council; Joe Morrissette –OMB.

Carmen Suminski, Superintendent of ND Vision Services/School for the Blind (NDVS/SB). She went through Appendix A which is Historical Perspective. Testimony attached - # 6. She gave an overview of the school and data on client services.

Read from ND Vision Services/School for the Blind brochure (meter 3:18) – Testimony attached - # 7. She then continued in the handout from the North Dakota Vision Services/ School for the Blind (NDVS/SB) – page 2, attachment #6.

Carmen Suminkski informed the committee (meter 12:22) that Vision Services rents space to Grand Forks Public Schools and Higher Education. Higher Education may return to UND campus. Grand Forks Public Schools is considering closing two elementary schools and the space that is rented from NDSB be relocated.

Chairman Holmberg informed the committee that it's contingent upon Grand Forks Public Schools closing an elementary school and then utilizing the elementary school as an alternative school. He be surprised if that happened. There are other entities who would jump at that potential.

Joe Morrissette said the bill provides a contingent appropriation (section 12 of SB 2013) It would provide a $300,000 contingent appropriation that the school could access if the current tenant vacated the premises. They could use $150,000 to transfer their salaries and operating lines to make up for the revenue they are anticipating to get and spend for

those. There's another $150,000 that could be used for improvements to the facility to accommodate a new tenant if they had to.

Carmen Suminski (continuing on page 4 of testimony)

Senator Robinson commented that he knows someone using the reader machine and support services. He commended Carmen and her personnel saying they are extremely prompt and helpful. .

Jesse Shirek, Vision Rehabilitation Specialist, NDVS/SB – Testified in favor of SB 2013 (starting on page 6 from Testimony #6) (meter 19:48)
He serves regions 3, 4, and 5 and was hired in 2009. He helps provide services for adult clients which are some of the same services he received at the Center. He concluded his testimony and thanked the committee.

Chairman Holmberg thanked him and reminded everyone in the room that the Appropriation Committee members worked hard for this school and got many FTEs.

Senator Warner: How do you interface with vocational rehabilitation?
Jesse Shirek: Typically, he receives a contact from vocational rehab. They'll contact the NDSB and they speak with a counselor and based on their need will come up with a plan to serve them. They'll provide services in the area of Braille, technology, orientation and mobility skills, low vision aides, and they'll receive services from them.

Tami Purcell, Business Manager of NDVS/SB (reading from page 9 on testimony #6)
She talked about the 2009-2011 Appropriation and Status on one-Time Funding Items, the 2011-13 Budget request and Optional Requests. (meter 34:10)

Chairman Holmberg asked about the rental policy with the Grand Forks School District and can they get out of the lease anytime they want. (meter 41:00)
Tami Purcell: It is a five year lease, but renewable annually. July 1, 2011 they could get of the contract
Chairman Holmberg: Is there a way to prevent them from dropping out between legislative sessions or some way of requiring them to notify you so the legislature could react to the realities rather than your uncertainty. It would help all of us to know.

Tami Purcell: We have visited with administration of Grand Forks public school system. We can and will continue to visit with them. Carmen also add that they have a good working relationship with the school.

Chairman Holmberg asked her to tell them it's a big concern of the legislature so they can act appropriately.

Carmen Suminski closed the School of the Blind's presentation and addressed the superintendent position and the dual role of being superintendant of both the NDSD and NDSB. She asked the committee to support the executive budget.
Chairman Holmberg closed the hearing on SB 2013.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
State Library
January 10, 2011 AM
12689

☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction and the State Library.

Minutes: See attached testimony # 8 - 16

Chairman Holmberg continued the hearing on the State Library. Sheila M. Sandness – Legislative Council; Joe Morrissette – OMB.

Hulen Bivins, State Library Director, North Dakota State Library – Testimony attached - # 8.

Read from the testimony and outlined the on-going services that are funded in this budget.

Being from Alabama, he commended the State of ND for their support because they are cooperating with other states to provide a resource sharing program that provides subject specific electronic databases done with the coordination and assistance of ODIN (Online Dakota Information Network).

The proposed Governor's budget provides for an increase of $ 200,000 in funding and he detailed how the new dollars would be used.

He introduced **Cynthia Clairmont-Schmidt, Assistant Director of the North Dakota State Library**, and handed out a Braille thank you that he received.

Senator Warner asked about electronic books and being able to rent books.

Hulen Bivins (meter 14:10) explained a company called "Overdrive". Overdrive will not do a contract with a state agency but will work with individual public libraries. They offer downloaded book materials where individuals can download to your particular reader. Then you have to return that opportunity. Because it's not available to a state agency, he felt they were hampered. Pressure is being put on Overdrive to work with low population states and he hopes it will be for a decent price.

Rita Ennen, President, ND Library Association
Testified in favor of SB 2013. Testimony attached - # 9.

Testimony attached - # 10 – Lynn R. Iverson, ND State Library Services
Testimony attached - # – Robert A. Westermeyer, Bismarck, ND.

Kelly Steckler, Legislative Chair for ND Library Association (NDLA) and also director of the Morton Mandan Public Library. Testified in favor of SB 2013.
Testimony attached - # 12.

Handed out additional in favor of SB 2013 - testimony 13-15

Testimony attached - #13 – Myrene A. Peterson, Enderlin Municipal Library,
Testimony attached - #14 – Priscilla Backstrom, Maddock Community Library

Testimony attached - #15 – Letter of testimony from Luci Paulsrud, Board of Directors President and Bonnie Krenz, Library Director, Griggs County Public Library

Senator O'Connell asked about her written testimony where it stated they provide programming for babies? What ages?

Kelly Steckler said they've started programming for newborns. It's not a huge group but it's important to read to them at an early age as well as puppets and interaction.

Tom Jones, Library Director, Bismarck Public Library – Testimony attached - # 16. Testified in favor of SB 2013.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
January 10, 2011
Job #12725

☐ Conference Committee

Committee Clerk Signature Alice Delzer

Explanation or reason for introduction of bill/resolution:

Department of Public Instruction (continuation 01-10-11 – pm)

Minutes: See attached Testimony # 17 - 28

Chairman Holmberg reopened the hearing on SB 2013, Department of Public Instruction (DPI) at 1:30 pm. All committee members were present. We will start with budget numbers for the administrative funding.

Bonnie Miller, Administrative Services Director with DPI testified in favor of SB 2013 and referred to Testimony attached # 4 from the morning session and gave a brief overview of the Department's appropriation

Senator Robinson: Question on stimulus money, what is the format of the recording requirements on the draw-down of those schools that received the dollars? Do they send a report to the Department and then the Department submits to the feds? He was told that is correct. He continued and said that in some cases you have received a lot of that already but the rest will not be due until the funds are depleted this coming fall. He was told they report quarterly.

Bonnie: The last amount in the current biennium of that one time funding was to the National Geographic Alliance, it was to provide at the national level an endowment which would be matched by the National Geographic Alliance group. That takes care of one time funding. Turn to handout Testimony attached # 4 page 1, there is an overview of both current biennium budget and expenditures and then the budget for the upcoming biennium. She continued to describe the expenditures, variances or differences regarding the budget. (Meter 12.47)

Senator O'Connell Under the foreign languages is the Native American still being appropriated there and figured into foreign languages? He was told they are not.

Gary Gronberg, Assistant Superintendent: The foreign language and arts request has to do with standards revision. We do not have any content standards for Native American languages. It is still an option for someone to meet their language requirement in terms of

the graduation requirements and scholarships and so on, but these are referring to standards writing, written content standards.

Senator Krebsbach stated there were two sheets of optional requests, but they were identical. The correct sheets were then handed out to the Senators.

Lois Myran, Assistant Director for Professional Development and Project Director testified in favor of SB 2013 Testimony attached # 17A I am here to seek funding for the department's NDMILE Project. Also provided Testimony attached # 17B –small brochure for NDMILE, (North Dakota Moving to Improve Learning for Everyone) She continued her testimony. (Meter 23.01)

Russell Ziegler, Secondary Principal at Richardton-Taylor High School in Richardton testified in favor of funding for the NDMILE Project and provided Testimony attached # 18. (Meter 25.43)

Senator O'Connell Give me your view of the REA's (Regional Education Association) They seem to be getting larger and larger and we are putting more into them and expecting more out of them. Which one do you belong to and how do you feel about them?

Russell Ziegler: We belong to the Roughrider Education Service Association. In the past I know we weren't very supportive of REAs because it was a broad, overall concepts that didn't fit our school. Now they are doing more mini sessions where you can pick what your school is working on and go to those sections to help your school go in that direction. They have a variety so now with the Roughrider it is a lot better organization and there is something for everyone.

Senator O'Connell Are you running your coaching and your mentors through the REAs?

Russell Ziegler: At this moment we are doing that through our own school system. We have 15 teachers on staff and we have very little turnover. The elementary school is going through the Roughrider and it is going well.

Senator Erbele You've only been in it four months now, concerning the seamless forms, what does that relate to in terms of time or money saved?

Russell Ziegler: The money saved wouldn't be a big thing, it would be a big time savings. We can spend less time on paper work and more time with teacher observation. Money wise I don't see it as a big savings but a big time savings.

Jeff Johnson, Principal at Eastwood Elementary School in West Fargo testified in favor of SB 2013 and the NDMILE project. Testimony attached # 19. (Meter 32.55)

Senator Robinson On page 1 of testimony, you referred to the elementary schools in West Fargo. First of all how many are there, you touched upon Berger and this particular one and of all the schools how many are participating in this program and how many total students are there?

Jeff Johnson: Going back to our school we have roughly 7 elementary buildings. Not all the schools are participating. Right now Berger Elementary and Eastwood Elementary are because we are moving towards school wide and we are trying to do things due to our AYP status with that. When it comes to all the students that we have at our building with the ELL population roughly 80 children that are being serviced throughout our facility but that does not also include children who have currently through the state requirements for recording for ELL have proficient since the last time we did the study on who we serviced. And we also have at least 20 to 25 newcomer students that have arrived this year that we are working with differently than in this composite. He was asked for the total ELL students in West Fargo. He told them probably 500 to 600. He was asked how long he had been at Eastwood Elementary School. He stated he had been there for 10 years. (Meter 34.40)

Andree Hayes, Eastwood School's Improvement Coach testified in favor of SB 2013 and the NDMILE program and read her testimony beginning on page 3 of Testimony # 19. (39.47)

Senator Robinson Is this a national model? Give us background on NDMILE.

Lois Myran: This is a national model. It's done through the Center on Innovation and Improvement which is a federally funded program and it is based on their best practice research that they have done.

Senator O'Connell: Question for Andree, are you a coach? He was told yes. Would you explain to the committee what a coach is suppose to do, what you do and if you improved on what you were suppose to do and do you run it through the REA?

Andree Hayes: I am Eastwood's School Improvement Coach, half time. In mornings I teach Title I reading grades one, two and five. My job as School Improvement Coach is to work with us towards school wide reform. We are going school wide. It takes a year of planning to go school wide. I'll give you a little background with that. Our school right now is Title 1, and we are targeted assisted. So what that means is as a Title I teacher we have to get permission to work with the certain kids that we have pinpointed as Needs. We have to get parent permission and we only can work with a certain amount of kids. Now going school wide the whole benefit and goals are to work with all students, so that is the year of planning and then we are able to go into the classrooms to co-teach. We are still able to pull out kids but we are able to work with all students so if there is only just a specific area we might only work with a student for a couple weeks, it wouldn't necessarily be the whole year. That is a little bit of background of Title I and going school wide. My job, I work in the afternoons with the school improvement coach. I plan meetings, I look ahead on what deadlines are due, I do some research, I do lots of different things.

Senator O'Connell: What I was trying to get at is that we laid out kind of curriculum for you to follow and it sounds like you've gone way above and beyond what was originally laid out. He was told that is correct.

Senator Erbele: You said you look at school performance data to make decisions about school improvement, professional development and also help you set goals and that sort of

thing. Can you give us an example one of the decisions you made and one of the goals you set?

Andree Hayes: Some of the decisions that we've made, we have looked at data, at academic data, we have looked at standardized test scores, we've looked at the North Dakota State Assessment, we looked to see where our students were lacking and I told you are goals are reading, math and then parent involvement because we have learned that parent involvement piece is huge. We really need parents to have that tie in and buy in, especially with our ELL population. That has been a really big challenge for us to get the parents involved especially if they are speaking twenty different languages. So reading and math have been our goal. One of the goals that we have written that we have planned for is that we decided as a leadership team, one of the things that we learned by going to the NDMILE tool was that instructional teams would meet one time a month for 4 to 6 hour slots of time. Well, meeting one time a month with all your grade levels that is a huge cost to pay for subs, where does that time come from are they meeting during a school day, is that a day that's put in. Now this year we are not able to meet monthly, the research shows that would be good but we have been able to secure funding so we have planned for 2 days that we will be meeting our teachers like a grade level like grade one will be able to meet for 4 hours to look at their reading, how are we teaching reading, what can we do differently, what does the data say. Can we group students differently that will help get the test scores up higher where they need to be. Did I answer your question?

Senator Wardner: You are young. I want to know how this works with the veteran teachers. How effective are you with them? Where I come from they weren't very receptive. Are they receptive to you?

Andree Hayes: You are right. Earlier what Mr. Johnson shared with you is to go school wide you have to have at least 80% commitment from your staff, and we decided if we weren't 100 % we wouldn't do it because truly you have to have school-wide reform you have to have everyone involved. We did go 100%. We set up a leadership team with individuals who we thought had the right attitude and right buy-in from the other grade levels and our leadership team has created a culture of kindness and honestness, because of the things we look at, you know, we have to say, "we're not good at that, but how can we get better". And it really goes back to our leadership team and how we communicate with each other. Mr. Johnson has been great with that. We have all of our staff on board with us.

Senator Robinson asked how many years have she has been doing this. He also wished her good luck and to hang in there.

Andree Hayes: This is my second year teaching. Last year I was just a Title I reading teacher but we were able to secure grant money for this position, and I do have previous management experience with people.

Senator Warner: Some sessions ago I remember discussion of longitude and having a collection where we would track student performance through college and into the work place. Is that an on-going effort?

Chairman Holmberg: Yes we have approved that and we have funded that.

Senator Warner: Is the student learning data that you accumulate part of NDMILE is that compatible with the data with the longitude and Nevada systems, are they comparable so they don't have to be converted in some way to make them fit?

Steve Snow said he is with Management Information Systems in DPI and will be testifying later. He stated the big thing is we collect all that assessment data and we're pushing that data into NDMILE system from our system.

Chairman Holmberg: Joe, do you have any comment on the longitudal study? The dollars amount, what has happened to that? He was told that OMB will get back to him on that. Chairman Holmberg stated we haven't seen anything on that yet.

V. Chair Bowman I have questions about collecting all this data, how do measure the results? Do you have a test that measure all of the schools that don't do this or how do you transcribe that into improving education for the kids, that's what it's all about?

Steve Snow: I don't know if we've actually done a school to school comparison of that. We can compare school to school but I don't think we've actually pulled in the factor that they are or not NDMILE yet.

V. Chair Bowman I can see there is a lot of motivation in this from the attitude that is being presented but the ultimate goal is to enhance that child to learn. The concept is good. How do you compare the data that you give to other schools to see if you are on track when you are doing all this work?

Lois Myran: We have been in this project less than a year, so we don't have the data behind us to be able to substantiate that, but in the future that would be goal. Some schools have only been in since August and some started in February of last year.

Cindy Cook, Principal at Sunnyside Elementary School in Minot submitted Written Testimony #20 in support of SB 2013 and the NDMILE Project. (She did not appear).

Lois Myran testified in favor of SB 2013 and provided Testimony attached # 21 Funding for the ND Professional Development Model that we would like the Department to initiate on behalf of the schools and educators in North Dakota. With me today I also have two schools that have been involved in our piloting of this project and at the conclusion of my presentation you will be hearing from them also. She began reading her testimony. (Meter 66.38)

Ms. Jean Schafer, Principal, Ft. Lincoln elementary School, Mandan, testified in favor of SB 2013 and ND Model for Professional Development. and provided Testimony attached # 22. (Meter 72.00)

Buster Langowski, Elementary Principal in Hazen testified in favor of SB 2013 and in support of the proposal presented by Lois Myran, the Professional Development Model. Testimony attached # 23. (Meter 78.14) There were no questions and a break was taken.

Valerie Fischer, Director of Adult Education and Director of School Health for the DPI. I am here to provide information regarding the department's budget request for Adult Education to be granted to the 17 local Adult Learning Centers for the 11-13 biennium. She testified in favor of SB 2013 and provided Testimony attached # 24. She addressed the need for Adult Learning Centers (ALCs) in rural areas. (Meter 94.11)

Senator Warner I've taken a couple of adult education classes just to increase my knowledge in some areas of interest that I have had. Would you hazard a guess what percentage of students who are not using it as a GED or rather just a way of getting education in their area of interest?

Valerie Fischer: I appreciate you sharing your personal experience with adult education. I can only guess but that could vary from anywhere between zero and thousands. I can provide that information if you would like.

Senator Robinson: You did reference the federal allocation that was reduced, what do we anticipate down the road, how much of our budget driven by the feds, talk about that with us.

Valerie Fischer: Again that's a very good question. We anticipate that the federal allocation could be decreased by as much as 10% and we are planning accordingly for that and anything we get beyond that would be considered gravy. She was asked if that is an annual cut, and she stated she hoped it was not.

V. Chair Bowman: What percentage of kids drop out of high school then want to go back and finish? It seems that is one of our weak links. Is there a way we can figure out before they drop out so we don't have to go back and try to re-educate them.

Valerie Fischer: I appreciate your point. I believe this system will always have a level of dropouts. There will always be those students who don't fit academically, socially, or otherwise, and there will always be dropouts. Many districts have done a wonderful job identifying and targeting those at-risk students and trying to give them the supports that they needs. Unfortunately, despite even the best of supports, students continue to drop out. Alternative high schools are what many students will utilize and it works. A lot of that doesn't work because they may go to the alternative high school and only have two or three credits and the idea of staying until they get the number of credits required for graduation is easily overwhelming so they often refer them to the ALC's where they can get their GED in a much shorter time period. I think the state has done a nice job of looking at dropout prevention and what we can do, in terms of prevention and intervention and while those efforts will continue the ALC s have been a very viable option for those kids that do drop out. As my testimony referenced we are doing it for probably about 1/9th of the percent that the K-12 system is currently allocated to do that. (Meter 99.30)

Mike Hillman,ViceChancellor for Academic and Student Affairs with the NDUS (North Dakota University System) testified in favor of SB 2013 and provided Testimony attached # 25. He stated he is here today at the request of the Chancellor in support of the DPI request for resources to serve adult learners across the state. (Meter 101.15)

Dr. David Massey, Former Assistant State Superintendant & Former Director of Adult Education for DPI testified in favor of SB 2013 and adult education and provided Testimony attached # 26.

Senator Christmann: When I talk to parents or high school students, they are planning their college career, so when we do the adult education, is a lot of it preparing them for specific college careers, or it just to get their GED or diploma.

Dr. Massey: When these students come to us they have different goals. They are guided into whatever they chose they want for their future. Others may have a goal of completing because they did not complete it; and then go out and find a job. It depends on what they are there for. That is the beauty of these programs in ND because they are tailored made. (Meter 108.31)

Magdaleena Deegan testified on behalf of the Adult Learning Center. She did not provide written testimony but shared about her life and how going back to school to get her GED has bettered her life and bettered her child's life financially and being a role model for her to look up. She plans to continue her education in power plant technology

Senator Wardner asked if she had gotten support from her instructors. He was told they have been very supportive. Senator Wardner stated he was glad to hear that and stressed how the instructors are dedicated and caring people and are there for their students day after day in the trenches helping their students find hope in the future.

Sandy Wollan, Counselor and Coordinator for ALC, Bismarck, testified in favor of SB 2013 We have just moved into new building, a great space through BSC, technical Center. We are very grateful to Bismarck Public Schools because they give us the place rent free, they take care of the custodians. All that we pay for is the staff salary and as Valerie mentioned that funding continues to go down. One of the ways that we have cut down because we don't have the money is that we have cut down on is our registrations. Instead of doing 2 or 3 a month to get new students in, we might hold one. We limit our numbers and after we get that number, we say you have to wait until next month. The reason we do that, before we were taking in people and they would have to go on a waiting list and they might wait weeks or months to get in. I thought that was not good for us to do that. Now if had funding we could open that back up. What I would request is that you seriously consider is to give us funding to hire instructors, counselors, we don't have any special education services, we need that and we need some funding for ELL students. Someone earlier talked about the number of ELL young people that are in elementary schools. You got to remember that while these students are in the elementary schools we have their parents. If we can't help their parents, that's not good. That's where ELL adults get their services. I wish we didn't have to exist, but there is a need for us to be there. I would like to read some letters from some students that couldn't be here today. First one is a gentleman that came to us through Workforce Safety, Dion Furman, in support of Adult Learning Centers. The second letter is from Jeremy Sampsill in support of the Adult Learning Center. (Meter 118.27)

V. Chair Bowman asked if there is a way of testing the skills of students when they are freshmen in high school, and if they do have a specific skill, often al lot of these kids become business owners. He was told they see a lot of people that way.

Senator Warner had questions regarding the funding for students who don't speak English. He was told by Joe Morrissette that it comes from the school aid program. Senator Warner also had questions concerning funding on GED that's taught in correction centers and if it is coming through Department of Corrections (DOC). He was told it is partly funded through the Department of Corrections and partly from Adult education money. He also asked for the percentage that is coming from this budget and what percentage from corrections.

Valerie Fischer: We fund the Youth Correctional Center, the ND State Penitentiary. They receive a marginal amount of funding and the Department of Corrections also has an educational line item so between the two funding sources they are able to have the educational program at both facilities. We also some in the county jails; Rugby is a correctional facility for both federal, BIA, county and state inmates and we are providing services there, at this time free of charge but we are in discussion with them about possible funding sources from the federal government and BIA services and the other county jails that we serve are free of charge. (Meter 122.12)

Back to number 1, general funding operating.

Stephanie Gullickson, Assistant Director of the Fiscal Management of DPI testified in favor of SB 2013 and referred back to page 19 of budget book, Testimony attached # 4. She talked about the first two optional packages that we have requested. (Meter 128.50)

Chairman Holmberg The committee members need to keep in mind this is your original optional request items and that some of them are fully funded in the executive budget, some are partially funded, and some are not funded. Keep us apprized as to what you are asking. You did a very good job on the second because you said it is included in the governor's budget, the last one the governor included some, and you are asking for an increase .

Steph Gullickson: That was for the first optional package. The second one for general fund salary was fully funded in the executive recommendation. the 1st one we didn't get full funding for our competitive grant writing and we also didn't get full funding for the Indian Education Advisory Council and that also laid out on the spreadsheet that Bonnie had gone over earlier today.

Chairman Holmberg invited members of the public to testify if they so wish.

Steve Snow, Director of Management Information Systems of DPI testified in favor of SB 2013 and provided written testimony attached # 27. I want to clarify before I get into my testimony a question that arose earlier from Senator Warner and Chairman Holmberg about the longitudinal data system (LDS). The state funded a longitudinal data system for a statewide longitudinal data system. That line item actually fell in ITD's budget to build that statewide system, which would encompass the data that would overflow if we get requests for data that overflows from, not just K-12 data but we also need some Higher Ed data to

accomplish that request. Each indentify that falls on the LDS system is going to have a domain. He continued his testimony concerning the STARS, the primary educational data collection system used by the state. See charts attached to testimony. (Meter 138.17)

Greg Gallagher, Director of Standards and Achievement with DPI testified in favor of SB 2013 Testimony attached # 28. I am here to present background information regarding four optional adjustments to the DPI budget. (Meter 164.43)

Senator Erbele: If we fund this and the standards are put in place do you see this appropriation continuing on in repeating bienniums?

Greg Gallagher: It is an unknown long term. What we are guessing is there will always be a federal component and state component to the funding. We are anticipating that the federal payment somewhat similar to what we are seeing right now. That funding has been stable. If we were to go with the Common Core Standards, we are also involved right now in three separate multi-state consortia whose purpose is to prepare the kinds of assessments that will meet the standards of the Common Core. Shared expenses across the states, it might mean a lowering but we don't know. It's our hope that we will see a bit of reduction. I would recommend thinking on the lines of keeping it stable. (Meter 167.39)

Gary Vonberg, Assistant Superintendent for DPI, testified in favor of SB 2013 Testimony attached # 4 regarding Special Education and Related Services for Students with Disabilities in ND contained on page 37 but the dollar amount is on page 1, line 13. .(Meter 183.31)

Senator Fischer: In your counting of children that are diagnosed with Autism, does that include Asperger Syndrom? He was told It is one of those identified items in the Autism spectrum.

Chairman Holmberg stated even though it is the budget for DPI it also includes funding for foundation aid and other pass-through dollars which means that we won't be taking final action on this bill until after the education bill has come to our committee, even though a subcommittee will be meeting on this and will look at the items we are hearing about today. We are recessed until tomorrow morning at 8:30 on the DPI Bill.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
January 11, 2011 AM (continuation)
12742

☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction.

Minutes: See attached testimony # 29 – 42

Chairman Holmberg called the committee hearing to order on SB 2013. Roll call was taken. All committee members were present.

Demographics & School Organization Update

Jerry Coleman, Assistant Director of School of Finance, Department of Public Instruction (DPI)
Speaking from page 40 of Attachment #4, he gave an overview of school district situation in the state and demographics in future.

Chairman Holmberg asked whether it was possible to get a breakdown of the number of staff that are devoted to special education verses traditional regular education.

Jerry Coleman replied that they should be able to put something together.
Chairman Holmberg asked him to share it with Roxanne Woeste, Legislative Council.

Senator Christmann asked if school districts can switch between REAs (Regional Education Associations. Mr. Coleman replied that the individual REAs have by-laws. School districts could withdraw by going through the by-laws of the REA.

Senator Grindberg asked about enrollments in Williston with oil migration. Would Williston have larger school growth? Mr. Coleman replied that page 43 showed the enrollments and the oil producing counties are seeing an increase in enrollment.

Chairman Holmberg (meter 18:15) The next item is within DPI and there are a number of pass through grant programs that are listed in the material. There was a request for additional $100,000, but the executive budget recommended $10,000 increase in the Youth Program.

Young Entrepreneur Education Program

Barry Striegel, Director, North Dakota Youth Entrepreneurship Education Program
Testimony attached - # 29. Testified in favor of SB 2013.
There will be youth education programs this summer at:
UND – Center for Innovation; DSU – Strom Center; Turtle Mountain Community College; Williston State College; Sitting Bull College – Entrepreneurial Center; Three Affiliated Tribes – Boys' & Girls' Club (2 camps); Pembina County – Job Development Authority; ND State College of Science; MSU- Severson Entrepreneurship Academy; IDEA Center, Bismarck.

Senator Robinson asked if they had plans to develop programs in areas on map that are unserved now, such as Devils Lake. Are they in a holding pattern because of funding?

Barry Striegel said they are in a holding pattern because of funding. He stated he has had requests but not able to do this because of lack of funding.

Senator Erbele: What's the cost to the kids?

Barry Striegel: We are charging $70. Every participant has to pay at least $10, but part of the fund raising is to raise scholarship dollars.

North Central Council of School Television

Beverly Pearson, Education Services Manager at Prairie Public Broadcasting.
Testimony attached - # 30.
She came on behalf of the North Central Council for School Television (NCCST).

She stated they need to get more content out there and the website desperately needs updates. It needs a new search engine. The Board asked for a budget of $520,000. That is $75,000 more than baseline that was in the budget.

Chairman Holmberg passed out presentations from:

Red River Valley Writing Project – The program is explained and they are asking for $5000. Testimony attached - # 31

We the People Civic Education Program – program is federally funded and they requested an additional $4000. That money is used to assist the winning school in the state of ND to attend the national competition in Washington, DC held in April/May. This was added into the Governor's budget. Testimony attached - # 32

ND Museum of Art's Rural Schools Initiative Program –They requested an additional $35,000 and the Governor's budget increased their appropriation by $15,000. Testimony attached # 33

Governor's School

Lonnie Hass, Dept. of Math, North Dakota State University, and Director of Governor's School - Testimony attached - # 34.

Youth speaker **Kristin Liffrig,** Mandan, ND was an attendee at Governor's school. Kristin spoke on Governor's school and shared how the school helped her to explore her potential. It made her realize how many opportunities there are in this state for higher education.

(meter 49:00)

Chairman Holmberg asked about vacant positions in the programs? If there are openings, can an out of state student pay tuition and attend Governor's school.

Lonnie Hass replied that there are always vacancies. They usually run about 65-70 students so the outreach is very important. The expense of having one more student there is minimal and they've had a few students come from MN with a tuition agreement.

Chairman Holmberg asked if they had the same problem which was similar to Girls/Boys state where the same students were targeted for attendance.

Lonnie Hass said that they do have a select group that they target. Boys State/Girls State, Business Entrepreneurship, speech debate, national contests are all after the same students. It is a highly intense learning environment that is several weeks long so they need an definite commitment from the participants.

Chairman Holmberg continued asking if they receive high school credit? Lonnie Hass replied that they receive high school credit for the discipline that they are attending. The math student will receive one high school credit for a math elective.

Kristin Liffrig informed the committee that there is a great variety in different branches of mathematics, such as, calculus and trigonometry. It gives the students the experience of different areas of math, but does not replace Algebra II that she would take in high school.

Senator Christmann: Did you know others who participated before you? Or did you become aware of this through promotional activity from Governor's School?

Kristin Liffrig informed them that she has 4 other siblings who attended Governor's School but most kids aren't willing to give up 6 weeks of your summer. It's not that kids don't want to attend, but they really need to be encouraged and a couple posters is not going to do it.

Senator Erbele: Is there criteria for attending? Do they need a letter of recommendation from teachers or a certain GPA?

Lonnie Hass: Yes, they have to make an application which includes recommendations from their teachers, principal or counselor. They have to do a writing component and provide their standardized test scores. They have to provide a mission packet who says who they and informs the School of their potential and background. They must have completed their sophomore or junior year, but **Senator Wanzek** asked if promising freshman's names can be turned so they can plan ahead and Mr. Hass said yes.

Senator Warner said there are 11 school districts – all are small and asked if there are ways to access the smaller schools in personal way

Lonnie Hass replied that they do audio - visual, visual fairs, but basically word of mouth to students is the main avenue. But he encouraged the legislators to make nominations because it is sponsored by the state and it's a life changing event.

Northern Plains Writing Project

Ron Fischer, Minot State University, Northern Plains Writing Project

Testified in favor of SB 2013. Handed out Minot State University brochure -Testimony attached - # 35.

He explained projects involving teacher's and young writers. The writing project began receiving federal funding in 1980. ND has two writing projects. They receive $47,000 in state funding and not asking for an increase in funding. He explained the mechanics of the workshops and had 6 people in Bismarck and 9 in Minot attend. The teachers get credit for attending and workshop costs are $1700. The teachers receive a stipend of $1300 and it costs the teachers a month of their time and $400. It won't change your life, but change how you think of yourself and how you teach.

He is very excited about the program and wishes to encourage as many as possible.

Laurie Larson, English Instructor, Shiloh Christian School and Facilitator, Northern Plains Writing Project –

Testified in favor of SB 2013 and asked the committee to continue funding the Northern Plains Writing Project. For her, it was not only life changing, but teacher changing. She applied and attended a Summer Institute in 2007 and was also given a stipend to help cover cost of credits and housing while she was on campus. She learned new methods of instructions and techniques for presenting lessons on writing and reading.

Some attend for professional development hours needed, and others take it for graduate credit as they earn their masters. She facilitated a satellite NPWP that was held at the Bismarck State Campus.

Chairman Holmberg take 10 minute break – resumed at 10:00

North Dakota Teacher Center Network

Deb Sisco, Network President, North Dakota Teacher Center Network

Testimony attached - # 36 & ND Teacher Center Network brochure - #37

Senator Kilzer (meter 84:50) asked what the money actually goes for.

Deb Sisco replied that currently each center receives $20,000 for a director's salary. Directors are part time and are asked to put in 20 hours a week for the 10 months. There

are activities all summer long which then becomes comp time. Most centers are creative in how they bring in other dollars. They look for grants, and other income.

Senator Kilzer asked again where the money goes. Books? Resources? Or is it salaries?

Deb Sisco – No. The majority of money that comes in from the state does go for director's salary. If we buy materials, it's from grant sources and other funding. When a class is offered, it has to break even. It has to bring in enough money to cover costs and pay teacher salary.

Senator Kilzer: Do you receive money or cooperation from local school boards for participating with your center?

Deb Sisco: We have an in-kind section. It shows what we receive from districts that are cooperating with us. It may be space, materials, or an off-set to the salary to maybe make that director fulltime. It's not required to be an in-kind match, but all centers have some.

Senator Wanzek: You collaborate with agencies like Game & Fish and the Dept. of Forestry. Do you do anything with the Dept. of Agriculture and Ag in the classroom?

Deb Sisco: Yes, we advertise for some of their classes they put on. Every center is unique in how they work with the different entities in their area.

Senator Erbele What's the utilization rate of some districts? Some use the center and some that don't'? and Deb Sisco replied that they don't have a percentage report and they don't print copies of their annual report because they want to save money. Membership is listed by school area. The school can become a member as a whole depending on the membership that is set up by each center.

Janet Welk, Executive Director, Education Standards and Practices Board (ESPB)

Testimony attached - # 38. Testified in favor of SB 2013.

Janet Welk, Executive Director, Education Standards and Practices Board (ESPB)

Testimony attached - # 39. Testified in favor of SB 2013.

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe. Because of the shared system, programmers have a difficult time identifying who should be responsible financially for programming and maintenance needed to maintain the system. They are asking for $200,000 for Section 2, Line 31 ESPB Database in SB 2013 because the continued maintenance and development of the new requirements for the shared database is far beyond what the ESPB can afford.

Jim Stenehjem , Director, ND LEAD Center
Testimony attached - # 40. Testified in favor of SB 2013.

The LEAD Center provides professional development programs and services to public and nonpublic school leaders and are requesting $15,000 over the 2011-13 biennium .

North Dakota Early Childhood Education Council (NDECEC)

Kim Mertz, Director of Division of Family Health for the ND Department of Health, Testimony attached - # 41. Testified in favor of SB 2013.

Chairman Holmberg clarified that the request to the executive budget was $20,000 and it was included in budget.

Senator Kilzer asked how they were being funded now? Are they getting federal funds and how much? **Kim Mertz** replied that in the current biennium, there's $20,000 to fund the Early Childhood Council. It funds the members to attend, taking care of their mileage, hotel room and meals. This is asking for continuation into the next biennium.

Chairman Holmberg: It was part of the stimulus that was used last session. The $20,000 went to this program, but that money is no longer available and the governor requested that we continue funding it through the general fund.

Senator Kilzer : So this is making up for what the stimulus money started then?
Kim Mertz: Yes. It's making up for the stimulus money.
Chairman Holmberg: Were we funding this with general fund money prior to the stimulus money or did the stimulus create this program that we funded last time?

Kim Mertz : This governor's education council is new as of last biennium and it had not been previously funded.

Atlantik-Brucke –
Jon Martinson, Executive Director, North Dakota School Boards Association
Testified in favor of SB 2013. Testimony attached - # 42.
Concluded testimony.

Senator Grindberg: (asking Legislative Council & OMB) What is the 2011-13 percent increase in general fund for DPI? The percent increase on general recommendation from the Executive branch?

Sheila M. Sandness, Legislative Council – The increase for the biennium would be a bit deceiving. The general fund last time included the $295 M for the mill levy reduction grants. That is going down because that is coming out of the property tax relief fund. I will have to get back to you on that.

Senator Grindberg: I think this committee is truly going to have to understand that the general fund commitment for 11-13 as well as the present biennium so we know what we're committing to or debating a general fund increase. Many on this committee aren't going to support replacing stimulus money with general funds for programs. Could the Council put together a spread sheet that shows the percent increase in the general fund as proposed by the executive branch? And then the stimulus funding and where that went. And also what was presented here the last couple days and how that matches up.

Sheila M. Sandness: It's on green sheet under the grants line item. It explains the changes in the state school aid. If you need additional information, let me know. (She continued by explaining changes to state school aid.)

Chairman Holmberg: Are there other programs beside this one that were started under stimulus that executive budget is urging us to continue using general fund money. We have to decide if we want to continue funding new programs.

Senator Grindberg asked **Supt. Sanstead** about his brochure (Attachment 1A) and curious if there is much dialogue between Sanstead's and the governor's office or the Commerce dept. about entrepreneurship? Curious if there is a strategy?

Dr Wayne Sanstead said there is a new strategic plan from Commerce. There is alignment move between the education community and the economic development community. There is no formal way, but he has had the opportunity to work together with the governor's office and Chambers of Commerce. He also said that he informed the districts that they shouldn't expect to continue to receive the stimulus funding and especially do not add any new programs that they are not willing to fund at the local and district levels.

Chairman Holmberg said there was language written into the statute and this is the first instance with the Early Childhood Learning Council.

Sheila M. Sandness: The $20,000 was included in the recommendation and then that was included as general fund what was converted to stimulus funds last time. It was a conversion into federal funds.

Dr. Wayne Sanstead: The Head Start program – the continuation of federal Head Start money required establishment of a Children's Council – a Childhood Learning Council and that's where the impetus for the expanded move into early childhood really came from.

Senator Kilzer: We found it was paid by federal stimulus money and with Human Services next week; I'd like to see a listing of programs within Human Services that were funded by the stimulus before we start hearing all the various division budgets. Any use of stimulus money.

Chairman Holmberg said we will get a breakdown.

Chairman Holmberg closed the hearing on SB 2013.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
01-25-2011
Job # 13373 (Meter 20.49-24.31)

☐ Conference Committee

Committee Clerk Signature Alice Delzer

Explanation or reason for introduction of bill/resolution:

A DISCUSSION ON DEPARTMENT OF PUBLIC INSTRUCTION (Several bills were discussed on this Job: 2001, 2002, 2003, 2004, 2005, 2009, 2012, **2013,** 2018, 2020

Minutes: You may make reference to "attached testimony."

Chairman Holmberg: SB2013, DPI. We don't get final closure on that until we have 2150, which is the education funding bill. . The education committee only had two bills to schedule for next week. I urged them to get it to us as early as possible so we can meld the two together. There's a couple of on-going questions in there. There were a whole series of requests from the department for new programs and additional funding. There are a couple that need to be looked at. Anything on that one?

Senator Robinson: There is an issue that funding for drug free schools in DPI has been removed by the feds. It's $1.5M. There is no money there at all. A number of us have had discussions on how do we respond to that. I am a member of the governor's Prevention Advisory Council and several of us, 10 days ago, met with the governor's office was surprised that was not in the budget, we will advance a bill and it should come into this committee soon, the bill just went in yesterday and then there might be something if there's interest that we could amend in or however we want to handle it, but that area has a void at a time when we are struggling in our state with our ability to maintain and sustain a strong program in prevention/intervention. **Chairman Holmberg:** Where is that money spent? Does it go to schools? **Senator Robinson:** Yes, Grants and so on. The bill is a two-piece bill, it would restore that money and add some money to the Governor's Prevention and Advisory Council, which is chaired by JoAnne Hoesel, who was substance abuse within the department. 1st lady sits on the Council, Senator Wardner was instrumental, myself and several others. Three or four years ago we introduced that bill to kind of coordinate an effort to curtail alcohol and drug abuse statewide. They've done some good things but the problem persists, and the students against destructive behavior (SADD) involved in that effort, so we will hear that bill.

Chairman Holmberg: As I understood it from the briefing I had the schools are getting a windfall of that $21M but we can't tell them how to spend that. We couldn't say "Do substance abuse" or anything. That has to go strictly out on formula. **Discussion was closed on SB 2013. (Meter 20.49-24.31)**

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
February 1, 2011
13766

☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a subcommittee hearing on the Department of Public Instruction

Minutes: See attached testimony - # A.

Chairman Holmberg called the subcommittee hearing to order on SB 2013.
Becky J. Keller – Legislative Council; **Joe Morrissette** - OMB

Subcommittee members present: **Senators Homberg, Wardner, O'Connell.**
Dept. of Public Instruction: **Bonnie Miller, Stephanie Gullickson**,

Chairman Holmberg asked Becky Keller to put together a "to do" list - remove $300,000 contingency from School of Blind and add $17,000 for tractor.

School of the Deaf – no changes from the Governor's Executive Budget recommendation.

SB 2051 is in the Education committee and has some duplicates in this bill.

State Library – no changes.

DPI budget – The National Board Certification Fund – interest earned $1045. Discussed putting the money in the fund – will talk to Senator Flakoll about it.

Bonnie Miller said the department put in an amendment to that bill to allow the state treasurer to invest the funds.

Bonnie Miller: The state pays only ½ of registration.

Discussion was held on the funds in the National Board Certification Fund.

Chairman Holmberg – Will walk through the 23 items on page 17 & page 29 of Testimony attachment # 4. (Also included here as attachment A)

Chairman Holmberg asked that of the $21M that came through the federal government, when does that get sent out to schools?

Joe Morrissette said once it's available after the bill is signed, it would be whenever the districts claim it. They would have to make a claim, not an application, but they'd have to make a claim that said we spent X dollars on this qualifying expenditure so please send us the reimbursement.

Joe Morrissette: In the General Fund Operating – the big difference between the agency request and the recommendation is primarily the amount requested for contracted grant writing expertise. There was a little difference in what was requested for the Indian Advisory Council. They requested $100,000 and got $66,000, but otherwise, the difference between the request and the recommendation was all related to the grant writing.

Chairman Holmberg: Are these items in any priority order as far as the department is concerned or are they just a listing of the items?

Bonnie Miller: These are just a listing. As far as the grant writing, the department anticipates that the US Department of Education is going to go to a competitive process and we don't have staff or expertise to do the competitive grant writing. Based on contracts we have with others, we came up with this estimate of what it would cost. We will need it or otherwise, ND will have a tough time competing with some of the larger states that have larger staff and expertise.

Discussed the MIS-STARS Maintenance/Development –

The Language Arts Writing Standards, Math & English Language Arts (Content Standards), Foreign Language & the Arts (Standards Revision) weren't included in the Governor's Executive Budget.

Joe Morrissette: The department did indicate that these items are more a listing than a priority order. In the Budget off, we took it as a priority listing and cut if off above these items. Since they were a lower priority, they didn't get funded.

Senator O'Connell: Was Native American languages in on this funding? I know on the new education bill there was no funding on the bill itself.

Chairman Holmberg: You bring in 8 language arts teachers, pay them a stipend, and they work on the program.

Stephanie Gullickson: The Standard Division – part of that money goes to McREL (Mid-continent Research for Education and Learning). McREL does the facilitation of it, but part of it also goes to stipends for the teachers who come in and help set those standards.

Continued going over the listings -

Chairman Holmberg asked what is the buy in from the schools for NDMILE.

Bonnie Miller said the software is up and running and coaches or retired teachers have been hired to help districts with implementation of the software. I understand that is going quite well. There seems to be a lot of interest in the field. It saves them a lot of paperwork.

Chairman Holmberg – Under Professional Development, the current appropriation base is zero. Do we have a line item in your budget – or is it strictly at this point handled at the school district level or REAs? **Stephanie Gullickson** said that it's handled at the district level. We do a few workshops; we don't have a development model.

Chairman Holmberg: Is this a high priority for you? We get a lot of complaints on professional development and how it is handled at the local level. One of the purposes of REAs (Regional Education Association) was to assist those areas in developing that. Would this money be better put into REAs?

Bonnie Miller said that so many of these items were given to put into the budget, but the narrative is written by the program person, in this case Lois Myran, and we just don't have a lot of first-hand knowledge.

Joe Morrissette: The education bill last time kind of put a new requirement on the department to collect and review professional development plans submitted by school districts. Some of the expenses for the Professional Development Advisory Committee that reviews those plans – that is included in the Governor's Executive Budget. That was part of the recommendation from the education commission last time and continued this time.

Chairman Holmberg: The rest of the items are pass throughs of various projects and programs that the money comes in and then goes out to the various programs that are listed. The narratives are in the testimony.

Bonnie Miller: The dept has no control over many of these programs. They simply pass the money through.

Chairman Holmberg - What other areas would you like us to look at? The increases in your operating seemed to be within standards. There is no change in FTEs.

Bonnie Miller – This is more of a listing rather than a priority. The two top priorities would be: General Fund Operating & MIS-STARS Maintenance/ Development – this takes quite a bit of money to maintain. Every time a legislative committee decides that there's another element or another set of data that we need to collect, it takes money to re-program, re-write to get that ready to go.

Joe Morrissette: The general fund operating increase, one reason why $185,000 of that increase is asked for in their budget is not really any change in usage of ITD services on their part, but the way the rate structure works from ITD, part of the calculation of the rate is based on the overall appropriation of the agency. And last biennium, they had an extra $300,000 put in their budget for the property tax relief program – an extra $100M for foundation aid, so they had a huge increase in ITD rates because of that component of how the rate is calculated.

Chairman Holmberg: Of the $551,000, the $181,000 was the increase for that.

Chairman Holmberg closed the hearing on SB 2013.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2150 & 2013
02-14-02
Job # 14520

☐ Conference Committee

Committee Clerk Signature Alice Delzer

Explanation or reason for introduction of bill/resolution:

Subcommittee meeting on the education bill and the DPI budget bill.

Minutes: *See Attached Testimony A & B*

Chairman Holmberg called the subcommittee hearing to order. Present were Senators Wardner and O'Connell. Joe Morrissette, OMB and Sheila M. Sandness, Legislative Council were also present. A Summary of Engrossed Senate Bill No. 2150 is submitted. Testimony attached # A.

Chairman Holmberg asks the committee to look at the appropriation aspects of the bill. He says he has a question of Sheila on Joe Morrissette's testimony today about issues and are the items listed inclusive of those problems. He said he wants to be a 100% sure on how the contingent works. The committee continues to discuss Section 31 in SB2013. Holmberg says if at the end of the session the ending fund balance is projected to be one hundred million dollars and on April 30, 2112 it is projected to be a hundred and forty million then this money would be triggered and they would get the seven million. If it was one hundred and thirty million dollars and fifty cents they would get the seven million. He says it is not from what was projected it is from money over. Chairman Holmberg says to add section 31 into the SB2013 as an addition because it is a straight appropriation.

Chairman Holmberg then goes through the proposed changes for SB 2013. Testimony attached # B. He goes over the changes and pass throughs of groups such as the Museum of Art, Red River Writing, the Young Entrepreneur, and Adult Education Grants. He mentions the question that arose on whether there is any evidence of teachers who are nationally board certified do a better job in the class room. He would like an article to show the senators that there has been some research done. He brings up the problem they had with the ACT being underfunded and they added in up to a total of $778,400, which is what the estimates were that it would cost.

Gary Gronberg: DPI had comments regarding the ACT program.

The committee discusses the ACT and that it is not given to 100% of the students. Some students receive work keys and if they use the writing as an indicator of the writing skills of all juniors then they need to also include the writing portion in the work keys. Chairman

Holmberg asks what the cost will be. They find that it will be an additional $6000 but are unsure if it is mentioned in the bill. If not they will need an amendment in the bill.

Chairman Holmberg continues going through the changes mentioning they took out the $300,000 for alternative teacher compensation system review panel because the policy folks said they would not do that. He said they added a section to provide funds remaining in the certification fund at the end of biennium to be transferred to general fund. He says they moved the section 28 from 2150 which is no change in policy just change in location.

Chairman Holmberg moves on to the School for the Blind, a onetime funding they do not need to do. No changes were made to the School for the Deaf.

The committee discusses some concern with similar pay situations that could be coming with two bills, truancy and bulling where the people that have those responsibilities are 100% paid with federal money. Chairman Holmberg says in about a month we will know what the final disposition of those bills are. He says the Senate will be the one that has the conference committee work.

Senator Wardner asks about the bullying truancy that there is someone that is paid by federal money so it doesn't fit. The committee answers that yes that it is Val Fischer, and is 100% paid with Adult Ed and Safe and Drug Free Schools. There are some questions from the Adult Ed people who pay the majority of her salary about the amount of time she has been spending. She chaired the interim truancy committee and is the lead on all the bullying legislation. If there is now going to be state policy and some implication for the DPI providing those responsibilities professional development, some potential collection of monitoring of policies that schools would submit those kinds of duties and responsibilities, we should have some state administration in that.

Chairman Holmberg responds by saying instead of funding that requirement we are going to work if those bills pass or not. The subcommittee hearing on SB 2150 was closed.

(There was discussion in this subcommittee hearing concerning SB 2013, DPI Bill, therefore, a copy of these minutes and testimony are placed in the SB 2013 file.)

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013
February 16, 2011
14610

☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This was a committee hearing to vote on an appropriation for the expenses of the Department of Human Services.

Minutes: You may make reference to "attached testimony."

Chairman Holmberg called the committee to order.
Sheila M. Sandness – Legislative Council; **Joe Morrissette** – OMB

Chairman Holmberg presented amendment 11.8163.01002 and said this budget and SB 2150 reflect a net reduction in general fund of $1.33M less than the executive recommendation.

Chairman Holmberg walked through the amendment.

Senator O'Connell moved Do Pass on Amendment 11.8163.01002.
Senator Wardner seconded.
A Roll Call vote was taken. Yea: 12 Nay: 0 Absent: 1
Amendment passes.

Senator Wardner moved Do Pass as Amended on SB 2013.

Senator Robinson seconded.

A Roll Call vote was taken. Yea: 12 Nay: 0 Absent: 1

Senator Holmberg will carry the bill.

11.8163.01002
Title.02000
Fiscal No. 1

Prepared by the Legislative Council staff for
Senate Appropriations
February 15, 2011

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, after the second "for" insert "regional education association grants, alternative education program grants,"

Page 1, line 4, after the semicolon insert "to provide a contingent appropriation;"

Page 1, line 5, after the first semicolon insert "to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund;"

Page 1, line 5, after the second semicolon insert "to provide for a transfer;"

Page 1, replace line 21 with:

"Operating expenses	30,770,801	(1,019,614)	29,751,187"

Page 2, replace line 3 with:

"Grants - Other grants	245,203,721	57,760,261	302,963,982"

Page 2, remove line 5

Page 2, replace line 9 with:

"Total all funds	$1,468,777,356	$225,829,307	$1,694,606,663"

Page 2, replace line 10 with:

"Less estimated income	360,597,766	432,395,657	792,993,423"

Page 2, replace line 11 with:

"Total general fund	$1,108,179,590	($206,566,350)	$901,613,240"

Page 3, replace lines 11 and 12 with:

"Capital assets	39,500	25,500	65,000"

Page 3, replace line 13 with:

"Total all funds	$4,237,770	$394,561	$4,632,331"

Page 3, replace line 15 with:

"Total general fund	$3,421,868	$375,372	$3,797,240"

Page 3, replace line 21 with:

"Grand total general fund	$1,122,401,382	($205,008,155)	$917,393,227"

Page 3, replace line 22 with:

"Grand total special funds	$364,672,954	$433,378,177	$798,051,131"

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"Grand total all funds	$1,487,074,336	$228,370,022	$1,715,444,358"

Page 3, remove line 31

Page 4, replace line 5 with:

" Total department of public instruction - All funds	$154,249,388	$384,000"

Page 4, replace line 8 with:

" Total department of public instruction -	$1,226,000	$384,000"

Page 4, replace line 19 with:

" Equipment	$39,200	$25,500"

Page 4, replace line 24 with:

" Total school for the blind - All funds	$70,200	$370,000"

Page 4, replace line 26 with:

" Total school for the blind - General fund	$70,200	$370,000"

Page 4, replace line 27 with:

"Grand total - All funds	$156,055,588	$857,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$857,800"

Page 5, after line 24, insert:

"**SECTION 7. REGIONAL EDUCATION ASSOCIATIONS - GRANTS.** During the 2011-13 biennium, the superintendent of public instruction shall expend up to $800,000 from the grants - state school aid line item in subdivision 1 of section 1 of this Act for the purpose of providing an annual grant to each eligible regional education association in order to assist each association with the cost of compensating a coordinator.

1. In order to receive a grant under this section, each regional education association must:

   a. Enter a contract with an individual to serve as a coordinator, on a full-time or a part-time basis, for a duration of at least twelve months; and

   b. Provide from other revenue sources at least thirty percent of the total compensation payable to the coordinator.

2. The maximum grant payable to a regional education association under this section during each year of the biennium is the lesser of $50,000 or seventy percent of the total compensation payable to the coordinator.

SECTION 8. ALTERNATIVE EDUCATION PROGRAM GRANTS - FUNDING - DISTRIBUTION. The sum of $460,000, included in the grants - other education line item in subdivision 1 of section 1 of this Act must be distributed for the purpose of

providing payments to eligible school districts that offer alternative education programs to students in grades six through eight, for the biennium beginning July 1, 2011, and ending June 30, 2013. In order to determine the payment per student, the superintendent of public instruction shall multiply the number of full-time equivalent students in grades six through eight who are enrolled during the 2012-13 school year in an average of at least fifteen hours per week of alternative education programming by a weighting factor that may not exceed 0.20."

Page 6, remove lines 24 through 30

Page 7, remove lines 1 through 10

Page 8, after line 8, insert:

"SECTION 16. CONTINGENT APPROPRIATION - SCHOOL DISTRICT DEFERRED MAINTENACE AND PHYSICAL PLANT IMPROVEMENT GRANTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $7,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of awarding to eligible school districts deferred maintenance and physical plant improvement grants, in accordance with the provisions of this section, for the biennium beginning July 1, 2011, and ending June 30, 2013.

2. If the office of management and budget determines by April 30, 2012, that the June 30, 2012, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2013, that the June 30, 2013, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

4. Each school district accepting funds under this section shall apply those funds toward deferred maintenance and physical plant improvements and shall, by June 30, 2014:

a. Submit to the superintendent of public instruction documentation indicating the appropriate expenditure of the funds; or

b. Return the funds to the superintendent of public instruction for deposit in the general fund.

5. For purposes of this section, an "eligible school district" is a school district that:

a. Has a general fund levy equal to at least one hundred fifty mills, before any reduction for property tax allocations under chapter 57-64;

b. Is not precluded from receiving state aid by the provisions of section 15.1-27-35.3; and

c. Provides an equal monetary match for any amount received under this section."

Page 9, after line 28, insert:

"**SECTION 19. TRANSFER - NATIONAL BOARD CERTIFICATION FUND - GENERAL FUND.** The office of management and budget shall transfer any balance remaining in the national board certification fund at the end of the 2011-13 biennium to the general fund. For purposes of this section, "at the end of the 2011-13 biennium" means after cancellation of unexpended appropriations under section 54-44.1-11."

Page 10, after line 4, insert:

"**SECTION 21. REPEAL.** Section 15.1-13-33 of the North Dakota Century Code is repealed."

Page 10, line 5, replace "15" with "17"

Page 10, line 5, replace "16" with "18"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
State Library			
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
School for the Deaf			
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind			
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240

Bill total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Increases Funding for Grants[1]	Changes Funding Source for Mainframe Rewrite Project[2]	Changes Funding Source for National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		

ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total provided
Rural art outreach project	$20,000	$380,000
Red River writing project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of **one-time funding** for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades six through eight.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
	$4,915,331	($283,000)	$4,632,331

Total all funds			
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds One-Time Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

Date: 2-16-11
Roll Call Vote # 1

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 11.8163.01002

Action Taken: ☑ Do Pass ☐ Do Not Pass ☐ Amended ☑ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By O'Connell Seconded By Wardner

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Warner	✓	
Senator Bowman	✓		Senator O'Connell	✓	
Senator Grindberg			Senator Robinson	✓	
Senator Christmann	✓				
Senator Wardner	✓				
Senator Kilzer	✓				
Senator Fischer	✓				
Senator Krebsbach	✓				
Senator Erbele	✓				
Senator Wanzek	✓				

Total (Yes) 12 No 0

Absent 1

Floor Assignment

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

Date: 2-16-11
Roll Call Vote # 2

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☑ Do Pass ☐ Do Not Pass ☑ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Wardner Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		**Senator Warner**	✓	
Senator Bowman	✓		**Senator O'Connell**	✓	
Senator Grindberg			**Senator Robinson**	✓	
Senator Christmann	✓				
Senator Wardner	✓				
Senator Kilzer	✓				
Senator Fischer	✓				
Senator Krebsbach	✓				
Senator Erbele	✓				
Senator Wanzek	✓				

Total (Yes) 12 No 0

Absent 1

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE

SB 2013: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 3, after the second "for" insert "regional education association grants, alternative education program grants,"

Page 1, line 4, after the semicolon insert "to provide a contingent appropriation;"

Page 1, line 5, after the first semicolon insert "to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund;"

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"Total department of public instruction - All Funds $154,249,388 $384,000"

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"Total department of public instruction - $1,226,000 $384,000"

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"Equipment $39,200 $25,500"

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"Grand total - General fund $2,197,200 $857,800"

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1. In order to receive a grant under this section, each regional education association must:

   a. Enter a contract with an individual to serve as a coordinator, on a full-time or a part-time basis, for a duration of at least twelve months; and

   b. Provide from other revenue sources at least thirty percent of the total compensation payable to the coordinator.

2. The maximum grant payable to a regional education association under this section during each year of the biennium is the lesser of $50,000 or seventy percent of the total compensation payable to the coordinator.

SECTION 8. ALTERNATIVE EDUCATION PROGRAM GRANTS - FUNDING - DISTRIBUTION. The sum of $460,000, included in the grants - other education line

item in subdivision 1 of section 1 of this Act must be distributed for the purpose of providing payments to eligible school districts that offer alternative education programs to students in grades six through eight, for the biennium beginning July 1, 2011, and ending June 30, 2013. In order to determine the payment per student, the superintendent of public instruction shall multiply the number of full-time equivalent students in grades six through eight who are enrolled during the 2012-13 school year in an average of at least fifteen hours per week of alternative education programming by a weighting factor that may not exceed 0.20."

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2. If the office of management and budget determines by April 30, 2012, that the June 30, 2012, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2013, that the June 30, 2013, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

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4. Each school district accepting funds under this section shall apply those funds toward deferred maintenance and physical plant improvements and shall, by June 30, 2014:

   a. Submit to the superintendent of public instruction documentation indicating the appropriate expenditure of the funds; or

b. Return the funds to the superintendent of public instruction for deposit in the general fund.

5. For purposes of this section, an "eligible school district" is a school district that:

   a. Has a general fund levy equal to at least one hundred fifty mills, before any reduction for property tax allocations under chapter 57-64;

   b. Is not precluded from receiving state aid by the provisions of section 15.1-27-35.3; and

   c. Provides an equal monetary match for any amount received under this section."

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Renumber accordingly

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General fund	$902,064,740	($451,500)	$901,613,240
State Library			
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
School for the Deaf			
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind			
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
Bill total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Increases Funding for Grants[1]	Changes Funding Source for Mainframe Rewrite Project[2]	Changes Funding Source for National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total provided
Rural art outreach project	$20,000	$380,000

Red River writing project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of **one-time funding** for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades six through eight.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds One-Time Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)

FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

2011 HOUSE APPROPRIATIONS

SB 2013

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/16/11
15521,15552

☐ Conference Committee

Committee Clerk Signature Shirley Banning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Called the joint meeting of the Education Committee and House Appropriations and Appropriations Education and Environment subsection to order and stating that the format will be a little bit different than what most of you expect here because we have to accommodate the needs of someone that needs to leave earlier. Attendance was taken, noting that Rep. Monson was absent from the Education and Environment Sub Committee. Often time's policy committees like to talk about the fact that appropriations get too involved in policy. Quite honestly, we do, but it typically it is a result of things that we believe need to change and in order to initiate that change we have to make some adjustments. Over the last four years, as I participated on the Higher Ed interim committee, there was a lot of discussion in the first two of those years about the North Dakota School for the Deaf (NDSD). We tried to put into place some criteria that we wanted the NDSD to follow that would have initiated change. Some of us on our subsection don't feel that has happened. This morning we will begin the meeting with someone from the NDSD because she has to be back in Devils Lake by 3:00pm for a family meeting. I have a great deal of respect for the people that work there with the students at the NDSD and it is a very difficult problem for them to resolve. The letters I put on everyone's desk, see Handout #s 1 and 2, that warrants reading because this is a very unusual situation. If you are blind you can hear, you can communicate, and you have a means to communicate. It is a terrible disability to have but one that is probably more manageable than a hearing impairment. We will have some folks speak to us today about policy in an appropriations committee meeting. Feel free to ask questions because that is what it is about here, to come up with a

solution. We don't have the answers and collectively we can come up with a solution. Carol Lybeck was introduced to talk about some examples of issues that have to be dealt with at the school and what ideas she has for change or potential change. The costs and the implications to the schools that are going to be potentially accepting these students are facts that we need.

Carol Lybeck, Parent/infant and Outreach Coordinator for the North Dakota School for the Deaf: Provided testimony related to hearing loss and the importance of early intervention, see Attachment #1&3. She highlighted myths related to hearing loss and the importance of early intervention.

Chairman Skarphol: What is the cost for this?

Lybeck: Background noise is difficult for kids, it is hard for me. There is little support there. Auditory stimulation is necessary and there is a need for a qualified person and. knowledge on how to provide those audition needs and fulfill them, it could be a combination of specialists to provide for the individualized needs for incidental and structured learning needs. A team that can teach concepts as appropriate, describing children who have been late IDd. The cochlear implant provides more auditory access but it is not the perfect fix. The point being that every situation needs qualified staff to take care of the Individualized Education Plan (IEP).

Chairman Skarphol: Let's go back to the individual who is two years and ten months. Your school works with that individual to prepare them to be ready for first grade, to prepare a child to be able to communicate, how much time is required for your staff to prepare them for first grade? Help us to understand what it takes.

Lybeck: We can put that together. That child is going to need direct communication...

Chairman Skarphol: How much time, as in a week would it take one on one?

Lybeck: When they get up in the morning and when go to bed at night.

Chairman Skarphol: Virtually full time, one or two people or more. Talk briefly about the Cochlear Implant, what it is and what it does.

Lybeck: It is a surgically implanted device and works similarly to what we would think of as a hearing aid. However it gives much more access to the auditory information in the higher frequency areas. Knowing what the hearing aid does and what the cochlear implant does impact how you provide your service to that child and how they can maximize auditory capabilities.

Chairman Kelsch: Is it better to have those implants done when they are younger so that it helps them to adapt better? I have heard that if you have it done at a later age you are not used to that hearing and hearing your own voice.

Lybeck: That is true. There are varying ideas. The implant age right now is 12 months. They are looking to lower that but FDA has not approved that. If we can have kids either

aided or implanted by that age, we narrow that time of listening. Listening and developing speaking skills, whatever that modality may be.

Chairman Skarphol: It is attached to the bone and until you are a patient you don't know or understand what happens as a patient. Is a hearing able person able to experience what one of these sounds like? Can we understand how different it might be because we learn our language skills by listening and hearing? Information Technology (IT) has to be a different world for them.

Lybeck: Yes, it is different. There are simulations but it is different. These kids learn and it and it takes a lot from them and their families and whatever environment they are being educated in.

Chairman Skarphol: Cost for an implant and who pays for it.

Lybeck: Insurance, parents we are talking $100,000 or more, surgery first than later activated, a few months later you go back and that is turned up. For students, that doesn't happen in North Dakota right now.

Chairman Skarphol: We are not paying for it as a state

Lybeck: Insurance and Medicaid do not pay for a whole lot of that. Travel out of state as well.

Chairman Skarphol: What percent of students at NDSD have implants?

Lybeck: 45%

Chairman Skarphol: Are there federal funds sometimes available?

Lybeck: There are several situations that parents have had to wait due to the costs. It impacts families and their educational situation.
Continuing with testimony, see p. 4 of Attachment # 1, delineating the differences in students who have hearing loss from the same family. Discussing late deficit hearing loss individuals who are looking for help because of annoyances to neighbors because they require high volume, see p. 5 of Attachment # 1. We are looking at birth through adulthood. Information is available from our staff.
The variety of backgrounds and the variety of needs and all of them at one time or another need whether minimal or intensive and they usually involve a teacher of the deaf and/or a speech language therapist and always audiologist.

Chairman Skarphol: What percentage of the population in North Dakota is hearing impaired?

Lybeck: Less than one percent.

Chairman Skarphol: How broad across the state is your outreach program?

Lybeck: Right now there are 100 and some students school age identified with a primary disability of hearing loss. We benefit all of those students who have needs through services that are provided through outreach. Whether it be direct or indirect, resources, printed materials, any of that thing that could provide information for teachers, schools, staff, parents. There are three in the past year who have benefited from our services, I think there are more that we need to identify. We have a person who work directly with an adult, late onset and deaf from birth are two very different populations.

Chairman Skarphol: Let's talk about those individuals who are not receiving services by your school.

Lybeck: Bismarck, Fargo, NDSD have programs specifically designed for deaf and hard of hearing students. There are programs that offer in-kind support in the schools. Some have their own teachers, some have speech-language people who are beginning to know more about what it takes to educate and help support those in need. Our smaller schools do not have the staff to do that that is why outreach is so important. Most of our services are indirect, but if we are able to enhance and continue to grow we can supply more direct service.

Vice Chair Meier: What is the average length of time that the adult will need the services and a child, too?

Lybeck: It varies, based upon all of those things I talked about in research that show outcomes to be successful. Late deafened adults are going to ask what kind of equipment will work best for them. A staff person can go in and show them how to use that in collaboration with Interagency Program Assistive Technology (IPAT). It may able a few months time. The adult adjusting to a hearing aid and having a hard time, it may be a year's worth of time. For early childhood it is zero to three, which is three years of service. For school age kids it will vary from all of their school career to a few years and/or very little support. It depends on their hearing loss, cognitive abilities and support.

Chairman Kelsch: What is the population breakdown, how many are you serving as in Fargo and Bismarck? The rest would be served in rural areas, we can't identify where they are because it is just one individual and identify who they are.

Lybeck: I cannot identify that specifically those numbers but I believe The Department of Public Instruction (DPI) could address it more thoroughly.

Chairman Skarphol: Addressing Dr. Gronberg, is that information in the handout that you have, student populations.

Chairman Kelsch: Does Bob Rutten have it, or who? Can you get that? Hearing impaired, isn't it true that the population at NDSD is includes other disabilities?

Lybeck: There are children with special needs. That population is growing in preschool and our program we are seeing more kids with hearing losses with significant intervention needs. Kids with moderate to severe to severe to profound needing language literacy.

Chairman Kelsch: The school districts that are providing services to the hearing impaired students other than NDSD are providing services to those kids that basically have a hearing impairment. If we are seeing that those services are more difficult to provide in the school districts and those students aren't finding their way to the NDSD because they are more difficult cases and are more expensive to the school district. Those are the students that you are receiving at NDSD.I would like that answered.

Lybeck: I don't know what the breakdown is. That may have been, over the years. With our preschoolers, newly identified and early intervention I don't see that to be the case. Placement options are based on the need identified in the individual education act. But not the case with the younger ones. For our on campus services Carman Suminski has that information.

Rep. Rohr: Do you have available a spread sheet with number of students, services provided and costs?

Lybeck: I believe that Superintendent Suminski and Dr. Gronberg have those figures. No matter the communication modality, no matter where these students are being educated there is a cost involved.

Rep. Rohr: Is that how you break down the number of FTE that you require to provide the services on a yearly basis?

Lybeck: I really can't address that but our business manager could address that for you.

Chairman Skarphol: Tell us about the personnel needs and costs to move a student back to his home school. What will the demands be of that school?

Lybeck: We have a student who travels three times a week about 75 miles or more, three times a week, Monday Wednesday and, Friday. His mother drives him round trip and we provide his fourth preschool day in his home area. When he transitions to his home school, he will need a teacher of the deaf, a speech language specialist, audiology services, audiology equipment. Parents provide the hearing aids or implants. The school is responsible for the FM system that cost about $900 a piece. Microphones and/or a room sound field system are needed. It will depend on the recommendation.

Chairman Skarphol: Addressing Suminski, talk about costs associated with what Carol has talked about. The school resumes the responsibility for that student again.

Chairman Kelsch: This is where funding for special education is to occur, these students, those with profound disabilities will be more expensive and must be taken into consideration.

Chairman Skarphol: Not being an expert on Individualized Education Plan (IEP) touch on what your mandate is federally to get these people back into the main stream environment.

Lybeck: What the Individuals with Disabilities Education Act (IDEA) requires of all of us is to plan specifically to their needs, plan a program to address those needs, to meet those

goals and objectives, how those are going to be met and within what time frame. It is a team process and decision. Each member of the team has a responsibility by federal mandate to provide information. Parents have specific parental rights if they are not in agreement with what the team decides.

Rep. Martinson: Is the NDSD an accredited high school?

Carmen Suminski, Superintendent NDSD: Not at this time.

Rep. Martinson: Why is that and when did it cease?

Linda Paluck, School Approval and Accreditation Director, DPI: Last year they were on a warned status because there were some issues with their curriculum, now they have met the accreditation standards. They are now accredited. For the high school, I assume they mean't both.

Rep. Martinson: We've had a hard time getting that answer. Over the interim there was a study on NDSD and the Consensus Council was the facilitator and they did send a letter to DPI asking specific questions about accreditation, but did not receive an answer. Can you get back to us? So, you don't know if it is the high school.

Paluck: When I asked, they said it was accredited warned last year but accredited this year. Not sure if it is K-8 or high school.

Dr. Gary Gronberg: Presented testimony See Attachment # 1
Addressing the Accreditation issue with NDSD this has been difficult because of that unique nature of the services that are provided there. It does not meet the pattern of normal accreditation in the state and has not since the No Child Left Behind Act and the reauthorization of the Elementary and Secondary Education Act that required each individual teacher at the secondary level to be highly qualified. In addition to their Deaf Education major they have to have a content major. Since that time we have been in difficulty with the NDSD. We have awarded accreditation not based on the requirements under state law. The issue of doing this, someone is fudging along the way and in the essence of, do students graduate from an accredited facility, we have said "yes they have." Do they meet the requirements of either state or federal law? No, they do not in terms of the staff at NDSD.

Chairman Skarphol: None have been denied admittance to any institution of higher learning.

Dr. Gronberg: No, we have said they graduated from an accredited institution even though the qualifications don't match. Therefore an agreement with Devils Lake public schools was made at the secondary level where they have the appropriate content majors to offer a full curriculum. We have not had problems K-8. They were accredited warned on a curricular issue. In terms of the staff being able to award credit from an accredited institution, we have not been able to do that. In partnership with somebody else who has accreditation, then they are. They cannot be accredited by themselves.

Chairman Skarphol: By themselves with their staff they cannot be accredited.

Dr. Gronberg: Correct.

Chairman Kelsch: Couldn't the DPI have applied for a waiver to the Department of Education because of the unique circumstances?

Dr. Gronberg: Even with our own state law we cannot comply because to award credit in secondary mathematics, the teacher who awards that credit has to have a major in secondary math. We can achieve that by working with the public school district who has a teacher that is highly qualified in mathematics along with an instructor, teacher, interpreter from the NDSD. It requires a partnership. We cannot meet our own state law. We can't apply for a waiver from the state law because the kids don't actually need that because they need instruction from someone who has content major.

Rep. Rohr: Does the lack of accreditation affect reimbursement?

Dr. Gronberg: You provide the reimbursement for the student. You provide 100% of the budget for NDSD.

Chairman Skarphol: NDSD is not reimbursed in the same fashion as all other schools.

Dr. Gronberg: There is no penalty for lack of accreditation. We have awarded accreditation on paper.

Chairman Skarphol: There are accreditation requirements required at NDSD to meet the same goals as all other public schools? Are there measurements that guarantee in the same fashion as accreditation does to the scholastic aspect of this, that the special needs of these students are met.

Dr. Gronberg: Yes, it would need the IEP, the program plan that is required under federal law that requires the parent to be involved in that planning, the appropriateness and the delivery. There are procedural safeguards so that it could be settled in court to determine appropriateness.

Chairman Kelsch: In some areas the school district will only provide the minimum required services thusly the only recourse is to send their child to NDSD or another school district to get the services if they can meet his needs.

Dr. Gronberg: The IEP and the procedural safeguards gives the leverage to the parent that the school must provide an appropriate program. If they are not doing that, they would have to pay someone to provide that contract or send them to NDSD.

Rep. Hunsker: You are working with a student in a math class, and we talk about the professional and the specialist who is trained in working with these people to fill that side of it, then you have a teacher from Devils Lake Public School who is an expert in math. How do they get the two together to get the proper instructor to that student?
How do they coordinate to get it together?

Dr. Gronberg: The content is taught by the regular classroom teacher. An interpreter can be provided, a support teacher, a tutor, once they get back to the facility. They could go to a resource room to do homework with a tutor but the instruction has to be done at least with an interpreter in the classroom.

Carmen Grove Suminski, Superintendent NDSD: Attachment # 2 was distributed and testimony was given related to the services provided, beginning with p. 2. Reference was made to the appendices.
An interpreter is in the audience and is available at the NDSD

Chairman Skarphol: Continue past items in bold you have listed as goals, we can read those and discuss the statistical information.

Suminski: Continuing at the bottom of p. 8, Attachment # 2
2,264 people have been impacted. (Recording gap)

Michael Loft, Business Manager: Ideas about what we are paying to colleges for interpretive services at $200,000 per biennium. Pay goes from $35-$45 per hour, state rates..

Chairman Skarphol: I haven't had a chance to study this document
Give us better understanding on a spreadsheet of the time associated with caring for that individual as far as interpreters, instructors.

Loft: Referring to Attachment # 3, a spreadsheet provided by Dr. Gronberg, the left hand side and the right hand side have current budget data.

Chairman Skarphol: I need a better understanding of the time requirements for each of these students on a daily and weekly basis. A spreadsheet with student X or whatever, with time associated with working with that individual is what we need to discuss the budget.

Chairman Kelsch: This could be without identifying, the scope of services from the highest to the lowest level of services. It would be good to see that range.

Chairman Skarphol: For example, p. talks about 1,195 consultations. What kind of time is involved with that? We often think of FTE but we need more by way of hours required with a statistical

Loft: The base budget begins on p. 9 and continuing to p. 11 and p. 13 with a narrative summary of those projects. All the soft costs were not included and this could be too busy as you move people around during construction. Referring to the bottom of p. 13 the carry over costs are highlighted and on p. 12 is a delineation of the renovation of the Trades Building. Page 10 is a status report.

Chairman Kelsch: Is the trades building the only one that is a collaborative effort?

Loft: Our school building has been taken over by Head Start, (inaudible comment by Suminski).

Suminski: The entire first and second floor is leased to higher Education. The pool is used community wide.

Chairman Kelsch: Are you receiving user fees for the use of the pool?

Chairman Skarphol: What is the breakdown on the pool?

Loft: It has not been a revenue source

Chairman Skarphol: What is the cost breakdown for the use of the pool?

Loft: The pool has been utilized by the public school, senior citizens and a relatively small donation is given. With our occupancy some cost increases are in the area of plant services, maintenance. Our revenue services, with the Land Department is $446,000, Headstart program with food and rent is $355,000, interpreter services vary quite a bit but estimate about $61,000 and other rental income $14,500. There is a tenant in the Trades Building who does Tai Chi and Black Belt training through the college. Our initial request included some projects and they were intended to accommodate the school's mission as seen in the appendices of Attachment # 2. The architectural design is to connect the school building and the Trades Building. It was intended to have a place for training of interpreters with better access to the building and including an elevator.

Chairman Skarphol: That was an optional budget request. Going back to p. 9 walk us through the revenue sources, we got about a $500,000 or $450,000 increase in your salary line. That is just cost to continue. Operating expense are roughly the same, capital assets down by about $800,000 because we are not reappropriating money for the trades building. Very much a hold even budget. When we look at the funding sources we see the reduction that equates to the $835,000.

Loft: the $835,000 moves into special fund with this adjustment and that would part of the reduction. As far as federal funds, we have the dual sensory program, some small school lunch, IDEA B payment for education to adults and deaf education required by our interpreting program that makes up the $266,000.

Chairman Skarphol: Requesting Chairman Kelsch to discuss the whole Headstart funding that is hanging out there on the federal level?

Chairman Kelsch: It is an unknown but the federal government is looking at reducing the federal Headstart grants. The reduction to North Dakota is devastating because we do have a large population that meets the income requirements. We may not know if the cuts will happen to the program until after the session is over or until August.

Chairman Skarphol: What does that translate into for NDSD?

Loft: The $355,000 is a combination of meal revenue and rental income. There are 140 kids that come in plus staff.

Chairman Kelsch: What you will see is a reduction in the programs. It won't go away but they would not be able to accommodate the students that they currently have. You may see a reduction of about one-half.

Loft: Money from rental goes to utility costs to maintain the campus.

Chairman Skarphol: You said $355,000 is the income from Headstart, total income and half of that went away....

Loft: It would mean reducing expenses or whatever we have for short term.

Chairman Skarphol: Referring to p. 13, number 3 is utility transformer replacement. Who supplies your utility needs?

Loft: Through WAPA, Western Power, partly and the local supplier. Their rates have been going up to.

Chairman Skarphol: Where are you in relation to what it would cost from the private sector?

Loft: About a 30-40% difference. They have had to buy back power because of the low water cables that have been used in the past.

Suminski: A document just came with the elementary accreditation report that we are accredited for the 2010-2011 for K-8 and does not include the high school. Closing remarks were made. p. 14 of attachment # 1 and noting that the NDSD could function without the renovation of the Trades Building. That can be brought back the next biennium

.

Rep. Karls: A constituent was concerned about not getting the report that was done on the interim study. Where can your report be found?

Suminski: **It can be found on** the NDSD web site or call 800 number and it can be mailed out. It consists of about 70 pages.

Chairman Skarphol: Mail it out or Legislative Council can print it.

Break

Chairman Skarphol: Calling the committee back to order. I had a conversation with Mr. Balzer and I know of his devotion to this school. He needs to help us try to come up with a solution to the problem. He was asked to take it from the perspective of a king for a day and what would he do.

Jerry Balzer, Parent: Provided an outline of oral testimony, Attachment # 4. Training in American Sign Language helps hearing people understand the language difficulties of

someone who is deaf. Explaining further that he has a son who is deaf who attended NDSD, graduated Gallaudet University and has worked for the Department of Justice in Washington, DC for the past 28 years supervising the entity that administers Jim Brady grants to law enforcement agencies.
Reviewing the study, appropriated last biennium on HB 1013. No report has been provided. On the last day of the meeting Dr. Sanstead and Superintendent Suminski approached the Devils Lake School Board requesting that students from NDSD be accepted in the fall of 2010.
Continuing to describe the meeting, referring to collaboration with Devils Lake high school, p. 1 of Attachment # 4.
Referring to a copy of the Consensus Study and referring to p. 13 of the study and reading the Primary Recommendation.
Asks, what kind of services will COE provide? I understand your concern with the budget for NDSD over the years, see p. 1 of Attachment # 4.
The kind of deaf school I would like is: delineating the 11 bulleted points on pp. 1-2 of Attachment # 4.
Describes scenarios at NDSD, pp.5-7 of Attachment # 4.

Chairman Kelsch: One of the differences between today and when your brother was there, it was a predominately deaf student population. Now the students there have multiple special needs. How do we address those services and provide the services in the local schools. For the deaf, services could be provided in the schools. They have had to adapt the content to meet the needs of the students. What are the costs? There are special accommodations that have to be made. They may be in an age appropriate classroom but are cognitively well below grade level. Right?

Balzer: Right, The NDSD is in the state constitution. If there are kids with multiple handicaps who we are not serving very well but they are placed at NDSD, it satisfies the constitution. It is a tough situation.

Chairman Kelsch: We are satisfying one of your requests, we recognize the importance of sign language as a foreign language and it does meet the requirements for high school graduation. How many of our universities offer sign language as a program?

Balser: Being King, I would be sure they all do.

Chairman Skarphol: I don't believe we have to close the residency program. There are those individuals who have to be there. We have a long term commitment and would appreciate having a copy of your written testimony. Much of what you said is going to be moved out of this subsection.

Balzer: I would be happy to provide it. Remember, I am retired and I am going home to take a nap. Laughter

Chairman Skarphol: Many of us are jealous. It is not a money issue, I would like to see The people who need the services receive them.

Balzer: I would like to see the school continue. If you need any money for your next reelection I am in line. Laughter

Renae Bitner, NDSD Communication Department, Interpreter and sign language instructor, Bismarck: Provided written testimony, see Attachment # 5 and describing her training in American Sign Language. Surprised to know that parents do not sign with their children.
Names institutions that provide sign language training, including University of North Dakota, Moorhead State. Lake Region State College. Williston State College and Bismarck State College provide sign language instruction but not training on how to become an interpretor.
Continuing with testimony, pp. 1-2. In response to the question about the number of deaf adults, it is about 80 who belong to the North Dakota Association of the Deaf and use sign language to communicate. Many more are hard of hearing but are not members of our association. The largest growing number of adults who are deaf is ages 85 and above. They use assistive devices.

Chairman Skarphol: There is a large number of legislators who need interpreters. Laughter

Bitner: Describing the life of a deaf infant. More individuals who have needs are moving to North Dakota to get the services that they need, p. 3, Attachment # 5..

Chairman Skarphol: Give us an idea of how many students and with what kind of regularity.

Bitner: I have interpreted for the past year and a half for a student, who is full time, 12-15 credit hours per week.

Chairman Skarphol: And what does that mean?

Bitner: It means that I am in the classroom with that instructor and I am interpreting everything the instructor says and everything the student signs, I am voicing for the instructor and the other students.

Chairman Skarphol: How many degrees should you have by now?

Bitner: I should have a PhD by now. That student graduated and now has a full time job in his field. I am now interpreting for a new student who is full time. In my office I am captioning videos, referral, and interpret for various legislative sessions and services to agencies in kind. Freelance work is on my own time.

Chairman Kelsch: How many interpreters are there in the Bismarck-Mandan area that do provide freelance services

Bitner: There are two of us in Bismarck who are nationally certified. One provides interpreting and is not certified. I am the only one who will do medical work.

Chairman Kelsch: We have three generations of deaf in the Kelsch family; it is difficult at funerals to find interpretive services. They have to be arranged a year in advance.

Chairman Skarphol: The capability of individuals, the ability to provide services is advertised by word of mouth.

Bitner: Our school has served as an outreach. It is not advertized but there is a national registry that is available on the internet. A bill to oversee the board that establishes the licensing of certification. There is no one to oversee the licensing. If a student were to show up in an office and had no skills in reading, etc. It is impossible to interpret for them at the college level. Describing the difficulty in a main stream setting whereas at NDSD they develop those social skills. In middle school and high school the social interaction changes.

Rep. Johnson: Do interpreters go every day?

Bitner: An interpreter will be assigned to follow the student to their class based on their needs. If it is one hour it takes one interpreter, if it is a two hour class we send two interpreters because interpreting can be fatiguing.

Rep. Karls: You personally know two students who have graduated and are now in the world of work, who interprets for them now?

Bitner: If they are in the work world, they are getting along on their own. In a large group setting, with the background noise there would be the need for an interpreter.

Rep. Maragos, District 3 Minot: We have a family member with a hearing loss. Describing taking back the students to the school after a weekend at home, emphasizing the need for the students to live at home. Speaking in favor of the appropriation and the decision to keep the school open until there is a better alternative.

Suminski: Referring to Attachment #s 6 and 6A and speaking as the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB).

Chairman Skarphol: Because you are the superintendent of NDSD and NDVS/SB there was the assumption that this is the type of environment that NDSD would become. A more regionalized approach. Is that what you would like to see?

Suminski: Yes, it is. The needs are different for the blind and the deaf.

Chairman Skarphol: What we had envisioned was a movement toward the same type of situation to the extent that if reasonably possible...The NDVS/SB is a facility that services people for a few days as opposed to a residential setting that services students for a few years.

Suminski: We have moved forward in that area but we are working as teams and looking at that approach. We will get that information and any of our staff are available.

Referring next to attachment # 6 to describe the services for the Blind and Visually Impaired. Continuing by referring to Attachment # 6, the major accomplishments, found on p 2. Moving on to p. 4, Client Service Data and to p. 5 the Regional Service data.

Chairman Skarphol: On the bottom of page 5, Attachment # 6 bottom left hand side you show Relocated/Out of state, does that mean that they were served out of state and then they relocated? One of you staff is shaking her head so we have an answer.

Tammy Purcell, North Dakota Vision Services Business Manager: Referring to p. 7 of Attachment 6, the budget request. In general we are happy with the appropriation as stated in SB 2013 and if you don't make any changes you would make our world much happier. Fund revenue on that page was explained.

Chairman Skarphol: What is your revenue on rent?

Purcell: $370,000 a biennium.

Chairman Skarphol: That is what you are referring to on number 3 on page 8?

Purcell: Yes, continuing with p. 8 of attachment # 6, delineating all budget requests. She explained the request for a music instructor and how to list Ms Suminski's position because she is both at NDSD and Blind Services. Moving on to the Optional Requests pp. 8-9, Attachment # 6 and paraphrasizing each of the bulleted items.

Chairman Skarphol: If you were to get the Senate recommendation for the $67,000 and hire a music instructor and that position was terminated, I would assume that you would pick back up on Carmon's Salary.

Purcell: I believe that we would try to make both situations work.
Continuing with the budget request, Item # 3 is not needed at this time.
Referring to Appendix C of Attachment # 6, and requesting $245,000 for additional technology equipment.. Air conditioning units not included because of the Master Facility plan at the cost of $20,000.
Continuing to delineate the priorities found on pp. 8-9.

Suminski: I am in a dual role at NDSD where there is a 1.0 FTE with reduced dollars allocated it and at the School for the Blind is a .5 FTE. This is OK but there are concerns for the future. Living at NDSD and commuting 2 days a week to Grand Forks works for me.. Other states share administrators in the services. The 2011 and 2013 versions of the Executive recommendation and the Senate will meet our needs.

Chairman Skarphol: Is there similarity between the two schools? It is logical, similar goal, and tries to minimize the residential needs and still optimize the services/management situation.

Suminski: Both are divisions of the DPI, adhering to the same policies from the evaluation standpoint, from the business standpoint. Yes, there are similarities. But as far as having parents....NDSD has a family vacation type thing. School for the Blind does a family

weekend. Bringing those groups together would not be advantageous because their agendas are different. NDSD is planning a three day conference in August in Audiology and that would not apply to the blindness field at all. School for the Blind people is taking sign language via the IVAN. Data collection is another thing that could be alike.

Chairman Kelsch: On p. 4 of Attachment # 6, you talk about the regional partnerships and that was discussed two interims ago. The results of this advisory council say that the state Center of Excellence (COE) is open to creating partnerships. How realistic is this? (Recording Gap)
Could partnership be possible with South Dakota and Minnesota? Are you open to accepting students from SD

Suminski: The schools for the blind and for the deaf in South Dakota are under the Department of Higher Education. When the school made its contract for those services, with a local school, I did communicate with the supervisor. I explained that we would be open to accepting students from South Dakota.

Chairman Kelsch: Is transportation still provided?

Suminski: Air (Recording Gap)

Chairman Kelsch: That is for salaries and operating and it is temporary?.

Chairman Skarphol: It is in both the salaries and the operating?

Suminski: Salaries, they are temporary staff that just does that specific thing. Operating the vehicle they are using, state vehicles>

Loft: It would be in that spreadsheet that we handed out, refer to attachment # 3. Transportation is a line that is about $24,000 for temporary salaries, $289,390 for parent travel paid to the Department of Transportation for use of cars and for the flights to and from Bismarck.

Chairman Skarphol: $289,000?

Loft: That includes flights and parents and DOT travel.

Chairman Skarphol: On a weekly basis with each student that has to travel.

Suminski: On Friday afternoon and again on Sunday afternoon.

Chairman Kelsch: Do all leave or are there some who do not go home?

Suminski: The dorm is closed over the weekend. Some need to stay, playing basketball or hockey. We work it out. Two students were in a drama at the high school.

Recess

Chairman Skarphol: Brought the Committee back to order. We have the Pass-Through Grant entities, in fact 12, that want to address the committee. They have traveled some distance and we are going to listen to the extent possible.

Bonnie Miller, Administrative Services Director, DPI: We want to give the grantees a chance to present their information. These are entities that have monies in DPI's budget but not entities that we have any control over. On p. 29 of Attachment # 8, there is a worksheet and reviewing the Optional Requests/Recommendations for the entities. Each request, Governor's Recommendation, and the Senate version is delineated.

Matt Wallace, North Dakota Museum of Art: Provided written testimony see Attachment #s 9 and 9A.

Miller: Red River and We the People Program are not here today so Northern Plains will move to second place.

Ron Fischer, Northern Plains Writing Project: Provided written testimony, see Attachment #s 9 and 9A.

Candice Brannan, North Dakota Writing Project: Spoke in favor of the writing retreat as a participant.

Rep. Martinson: We have a 4:30 meeting. Would you be amenable to a **Motion** to accept the Pass-Through grants as they came over from the Senate? If there aren't any questions I would make that motion that we accept the Pass-Through Grants as they came from the Senate.

Rep. Dosch: Second

Rep. Hawken: If there are questions later, we could bring them back.

Voice Vote: Motion carries.

Dr. Wayne Sanstead, State Superintendent: Provided written testimony, see Attachment #s 10 and 10A.

Chairman Kelsch: On p. 3 of your testimony, see Attachment # 10, you have voiced your concerns but you don't say what they are.

Sanstead: We have given to the federal government those assurances in terms of what we are going to do in North Dakota to improve North Dakota's education. We have to make sure that the elements of raising student achievement are in place. We need the funding to provide into the national content standards that are being proposed. We need to be at the forefront of the states moving in that direction.

Miller: Referring to Attachment # 8. P. 1, the agenda. Jerry Coleman is here to present some school demographics.

Chairman Skarphol: Are you going to walk through the numbers that are in your budget?

Miller: There were not a lot of changes made to the budget.

Chairman Skarphol: On line 31, the federal funds you are talking about, on Line 7 I see for $37.7M. The balance of the federal funds are reflected where? The $111M on Line 9, p. 1 of Attachment # 7, that is an increase on the executive recommendation. How much of that is for Foundation Aid payments?

Miller: That would be salary and wages and operating expenses, the salaries runs about 65%, 35% state funding.

Chairman Skarphol: So line 31 on p. 2, those are grant monies. Do you delineate the eligibility of those grants anywhere? What are they used for?

Miller: Referring to Attachment # 8, p. 7 the spreadsheet with details of DPI's budget, a listing of the grants with the funding divided out between grants and admin, that being with the department.

Chairman Skarphol: Pages 7 and 8, the federal grant dollars and how they are split out. So line 31 actually refers to pp. 7 and 8.

Miller: There is a written description of all of these grants. We can provide additional information regarding these funds.

Chairman Skarphol: That obviously isn't all of them. There must be some in other places because there is $293M reflected.

Miller: Come back to pp. 1-3, the spreadsheets. After we get past that federal grant amount, we have tuition apportionment and displaced homemakers listed considered other funds. Further down are the special line items, mentoring program, National Board Certification, transportation efficiency, American College Test (ATC) review panel, the education job funds.

Chairman Skarphol: Line 24 was referred to earlier, stimulus money, correct?

Miller: Yes, stimulus money that will go out to the districts shortly.

Chairman Skarphol: Is this the mechanism that is going to be used, finalized?

Miller: Requesting information from Jerry Coleman about the Jobs Fund.

Jerry Coleman, School Finance Officer DPI: We are waiting Executive authority. $21.5M the governor applied for it and the state has been awarded and we are awaiting appropriation authority. It will be distributed to school districts once that happens on a reimbursement basis for teacher salaries and compensation at the school level. It would be their portion of state aid.

Rep. Mueller: What can they be used for? Salaries? It is important in the context of what schools are funded, for retirement and things like that.

Coleman: We are waiting for final clarification on this. We understand that there is no supplementation requirement at the local level. Schools will do what they did with their education stabilization money. Use those to fund existing salaries and compensation and document it on their books that way, That will free up other funding that they can use for general fund purposes. It will be used for the intended purpose, school level teacher compensation and salaries. There is an emergency measure, too, allowing schools to access these funds through September 2012 but we need to make them available in this current school year. If they chose to, they could draw down that money as soon as the distribution mechanisms are in place, shortly after we receive appropriation authority.

Chairman Skarphol: Referring to Green Sheet Department 201, break down the list for the most part and talk about these issues and the Senate changes. Talk about your overall numbers because on the handout salary changes are $754,000, is that reflected somewhere?

Miller: On the Green Sheet, item number one, on salary and wages it is $76,692 that the department requested to help pay the half of the salary of the individual in the department that has been handling the ACT and scholarship information. We have been paying her salary with federal money which cannot be done. Under operating number 2, that $500,000 was one time funding, used for STARS updates was removed.

Chairman Skarphol: You took it out of 2 and put it back in on 6.

Miller: We asked for additional money and we only got a portion of that.

Chairman Skarphol: That is the total amount of money you have for STARS?

Miller: The $500,000 was removed, we asked for over $800,000 and only got general funds of $384,000.

Chairman Skarphol: Again that is onetime funding.

Miller: Number 7, the $200,000 was appropriated for Education Standards and Practices Board (ESPB) for the mainframe rewrite so that data collected can be maintained in the new system. It is an endowment fund. State Treasurer will invest that money. Income very limited. State pays half the fee

Chairman Skarphol: The National Board Certification Fund.. tell me about it.

Miller: The National Board Certification Fund.. the 61st Legislative Assembly appropriated $500,000 as an endowment fund. It was to be invested by the state Investment Board. We were told it would be better if we had the State Treasurer invest it. The state pays half of the teacher's registration for those who want to take the National Board. We haven't made enough of that fund to pay for one registration.

Chairman Skarphol: We appropriated $.5M and here they took $200,000 out of it to pay for the ESPB mainframe rewrite. In 26 we took $500,000 out of it.

Miller: The Senate took $485,000 when it was all done. They changed the funding sources, it was general funded, in the Executive recommendation it became special funded.

Sheila Sandness, Legislative Council Representative: The $500,000 was included in the '09-'11 biennium appropriation and what you see on the green sheet is reconciliation of their '09-'11 appropriation to their '11-'13 appropriation. The reason you are seeing the subtraction of the $500,000 is that it is coming out, it is the funding in the old biennium. The funding is not an ongoing item.

Chairman Skarphol: That is # 26.

Sandness: Yes, That is actually just pulling it out of their budget. It is not included in their budget this time. Then the Senate changes, they repealed the language that set up that fund and took the $500,000 to fund the items that are bolded. $500,000 is sitting in a fund, it wasn't spent.

Chairman Skarphol: So I am still only seeing $300,000 that was removed.

Chairman Kelsch: If you look over on line 34 and the bolded ones, on lines 28 would they have used part of it for that also, or just that they used it on line 34?

Sandness: That is correct. If you add up, you've got the $300,000 in items 7 and 8 and $185,000 in (line) 34, that gives you the $485,000. The $150,00 will be added to that.

Chairman Kelsch: The history of the $500,000 was an amendment that was made to HB 1400 and that was to take the $500,000 that was appropriated for coaches and they decided they would put it into a National Board Certification Endowment Fund thinking that it would encourage more teachers to become National Board Certified they could become coaches within their own schools. The problem of becoming National Board Certified is that it takes a lot of time and work, it is expensive, you don't get reimbursed much, thus the need for performance pay.

Chairman Skarphol: I am still missing $235,000, addressing Sandness. I've got $185,000 out of 34 but only $82,500 of it spent.

Sandness: There was an $82,000 increase from the prior biennium. The green sheet shows the change from '09-'11 to '11-'13. The total for the National Board Certification in the DPI's budget is $185,000. That actually is the total but the total happens to be $82,000 more than the last biennium. On Miller's printout it would be the difference, se p. 2 of Attachment # 7 is '09-'11 appropriation is for National Board Certification was $102.

Chairman Kelsch: How many teachers would that fund?

Sandness: I do not have that information.

Chairman Skarphol: Item # 4 on the green sheet, the longitudinal data system (LDA) moneys. Assume that is federal funds. Has that been spent in the development of the state wide longitudinal data system?

Miller: This item is not complete, when we budgeted two years ago we budgeted an amount for the LDA we thought was about $9M and it was over a four year period. This reduces it down to what that should be.

Chairman Skarphol: Has it been utilized in that building.....

Miller: Steve Snow would have to give you that answer of the actual amount used. The project is still ongoing.

Chairman Skarphol: I would assume it is used not lost?

Miller: We overstated the budget and so this puts it back to what it should be, simply an overstatement. We were misunderstanding that the total grant should be budgeted in the current biennium for $9M. So this is not correct.

Chairman Skarphol: Does it reflect in here what you did get as a federal grant for that project?

Steve Snow, Director of Management Information Systems: $6.7M was requested in the budget for a four year grant. So far we have spent roughly $1.7M of it.

Chairman Skarphol: You did receive a federal grant, the $6.7M. You've expended $1.7M. Do you have the requested amount for that project in here? Is there any additional money that you have requested in this biennium for this project?

Snow: No other.

Chairman Skarphol: On p. 2 on the green sheet, line 17 and 20, that is federal stimulus dollars that we received in this biennium. The decrease from $70M and $67M?

Miller: That is correct.

Chairman Skarphol: the $44M at the bottom is ...

Miller: The federal grant, the amount for the federal grant increased by that amount.

Chairman Skarphol: That is reflected where in your document?

Miller: Line 31 of Attachment # 8 shows a decrease.

Chairman Skarphol: Line 31 shows a decrease. Virtually everywhere I look in your handout for federal funds there is a decrease.

Miller: We didn't lose all of the....federal stimulus money went away, they do counter balance each other.

Chairman Skarphol: It is a combination of 1720 and 27 it should come up to about $97M.

Chairman Kelsch: Lines 25, the removing of the North Dakota Geographic Alliance, referring to the Green Sheet. Was that a Pass-Through?

Miller: It was one time funding to create an endowment fund.
Moving on to the optional items on p. 17 of Attachment # 8 and referring to the spread sheet and explaining the headings of each of the columns.

Steph Gullickson, Fiscal Grant Manager: Speaking from Attachment # 8, pp. 18-19 showing the 2011-2013 Biennial Budget Optional Requests.

Chairman Skarphol: I cannot find where you are.

Gullickson: Explaining that she is paraphrasing from pp. 19.

Chairman Skarphol: On the green sheet I found the ITD charges but I am not finding the others that you said were included.

Gullickson: Look at # 11 on the Green Sheet, it provides for the contract grant writers and is included in the operating line. We asked for $500,000 and got $200,000. Number 12 shows Indian Education Advisory Council at $66,000 and we asked for $100,000. Number 13 is the ITD increases. Number 14 is the inflationary increases of $100,000 for postage, printing, travel. That is our first optional package. We asked for $880,000 we received $551,800. We are asking for the remaining balance today.

Chairman Kelsch: If the competitive grants are stated the way they are, North Dakota doesn't qualify because we have only two of the four pillars that have been the common theme and the core of each of those grant requests. For the number of hours that would be spent writing that grant and the number of states that have received the American Recovery Reinvestment ACT (ARRA) funding it would be a waste of time to apply.

Gullickson: There are other programs that aren't related to that such as the United States Department of Agriculture (USDA) has child nutrition programs that granted a computer system that linked them to food stamps which would make it easier for parents of the children who are eligible for free and reduced meals. There are other areas where we could write some grants, it is for the entire department. That is the thinking behind getting some money for grant writers.

Chairman Kelsch: The main grants that you were talking about had more to do with the Race to the Top monies.

Rep. Rust: On p. 19 of Attachment # 8, I see $500,000 or $250,000 a year. Then I see $100,000 and I see $285,880 that adds up to $785,880 and I am wondering what I am missing.

Gullickson: Explaining from p.19, the first paragraph is $500,000. The second paragraph is the North Dakota Indian Education Advisory Council (NDIEAC) which is another $100,000. The third paragraph is a combination of ITD which is $185,880 plus $100,000 for inflationary increases.

Rep. Rust: I do not see it on p 19, the extra $100,000....

Gullickson: No it is not, that is our error. It is for other inflationary increases that our department sees such as postage.

Chairman Skarphol: It is # 14 on the green sheet. Discuss the general fund salary.

Gullickson: The second Optional Package on p. 20 is general fund salary dollars in the amount of $76,692. There was discussion about ACT and Workkeys testing, the scholarship program. This package is the administrative piece that goes with that. During last session HB 1400 mandated the ACT and Workkeys testing for all high school juniors but did not include administrative funding. DPI has responsibility of implementing the law and overseeing the testing and the scholarship programs. The responsibilities include the development of the procedures and technical assistance and training to school districts. The person's salary is federally funded, spending half of her time doing this work but we are paying her salary wholey with federal funds and this is supplanting. This would cover half of her salary for the upcoming biennium.

Chairman Skarphol: With regard to that general fund salary line, referring to p. 17, Item 2 Attachment # 8. Help me understand the $4.3M. We need more salary than that in DPI.

Gullickson: The $4.3M is the general fund salary that we have currently in the base budget. We are asking for an increase of the $77,692 to cover half of her salary.

Chairman Skarphol: The $4.3m is your base budget salary for what?

Gullickson: For general fund salary.

Chairman Skarphol: In DPI the total salary line item is $14.4M and $10M is Federal money.

Gullickson: Yes, our split between general fund salary and federal fund salary is about 65% federal and 35% general funds.

Snow: Presented testimony Attachment #s 9 and 9A to address the $878K for the increase in the State Automated Reporting System (STARS).

Chairman Skarphol: The last item?

Snow: It refers to anticipated changes from this legislative session that are telling us what we need to change in the data collection to comply with state regulations.

Chairman Skarphol: What is your total budget for your IT needs?

Snow: What we had last time budgeted for salary, for most of our projects are budgeted based off the project. What we are asking for is $500,000 to maintain the systems that are not receiving specific funding through the legislature and to kick in money to finish developing our main frame application. We also had to develop a scholarship application to track students. This year we asking for the increase of $878k based off the changes and the the stimulus requirements

Chairman Skarphol: If you asked for $878K increase and the Senate granted you a portion of it. What is your current dollar amount within your budget for IT in the department, base line?

Snow: Most of the money comes into maintaining reports, shipping, infrastructure, not specific money for maintaining our data systems. It is to provide land phone service to DPI employees.

Chairman Skarphol: What are your total operating costs for IT? You have an increase of $185,880.

Gullickson: About $89,000 a month for everything in IT .

Chairman Skarphol: Last month you had about $500,000 for improvements. Your asking for the $878K and the Senate went with $384K.

Snow: Yes

Greg Gallagher, Director of Standards and Achievement: Presented printed Testimony see Attachment # 10. He presented the dollar figure on p. 1, delineating the optional adjustments to the DPI 2011-2013 budget.

Chairman Skarphol: This was available as of when?

Gallagher: Right now.

Chairman Skarphol: Is it produced in congregate by class as well?

Gallagher: Yes, we produce a roster that allows you to take a look at a class, grade or school from the lowest to the highest. Including students who are high but beginning to fall off.

Chairman Skarphol: Class, grade and school is the scenario different? Instructor by class?

Gallagher: When an individual teacher and student are correlated it brings the discussion of teacher evaluation and compensation.

Chairman Kelsch: Will there be greater cost efficiencies in the state? Will all schools show greater efficiencies?

Gallagher: Those common core assessments will not be available until 2014-15. We are trying to sort out which will provide us the best and most reliable information
Through grade testing it could involve more extensive writing. Quality will improve.
State Law requires that curricula be developed based on state standards.
2013 will be the beginning of the phasing out of the current, new testing will begin in '14-'15.
Continuing with testimony on p. 5 of Attachment # 10.

Chairman Skarphol: If it is a national move to go to the national assessment core, would there not be a national move to go to implement software to address it?

Gallagher: There is a yes and a no. The emergence of Professional Development to take the common core and build it into a curriculum. They fall short of developing curricular documents, which is left to the states. Our proposal would take $150,000 of that to produce documentation of central core curriculum. A vehicle to transcend the local control is required.
Continuing with testimony on p. 6 of Attachment # 10.

Chairman Skarphol: If we were to do the four optional that you just discussed, would that put North Dakota on the cutting edge?

Gallagher: We are already there. Examples are: In Science North Dakota is ranked as the top state, mathematics we are in the upper quartile of states, in reading we are flat. We have places where performance is good and others where performance is at 25% proficiency.

Chairman Skarphol: In assessing students are we on the cutting edge to assess and evaluate those students?

Gallagher: You are referring to computer. We have all the capacity to do it and do it well.

Rep. Wall: Referring to pp. 5 and 6, if you are funded for the language arts, how will that be disseminated to the public schools?

Gallagher: Those will the annual release of our assessment results on January 1 of every year, in reading, math, science and now writing. Foreign language and the arts are not assessed.

Rep. Karls: Public reporting of these results, as in the newspaper or only to teachers?

Gallagher: It is on the DPI website and on press releases. There 75-100 pages per school with a breakdown by benchmarks. We want schools to know what their overall achievement is. The expectation is an overall achievement goal.

Chairman Kelsch: You cannot drill down on that data to get to a specific student.

Gallagher: Federal law prohibits the identification of an individual student.

Rep. Heller: Do you see this push for state standards to eventually be the acceptance of a national curriculum and national testing?

Gallagher: No.

Valerie Fischer, Director of Adult Education:: Presented printed Testimony see Attachment # 11 and the map following her testimony to show where the 24 satellite centers are located. Funding will help keep the centers open during the summer and it will help 400 students.

Chairman Skarphol: What percentage goes on to college and finish?

Fischer: We don't know how many finish but we are following that now. Moving on the second request, infrastructure and staff. Our goal is to provide instruction in the satellite centers and constant 12 month programming. The Senate appropriated $200,000 out of the $1.8 M request. That does not meet the needs of our students. We have waiting lists.

Chairman Skarphol: What has been transpiring with federal funds? Is it still falling?

Fischer: Yes.

Chairman Kelsch: What is the approximate number of the cost per student?

Fischer: $720 per student.

Chairman Kelsch: That $1.8M was to include for the additional students plus the salary, benefits, additional services?

Fischer: Yes. We served 2,400 students last year, 65% of them were unemployed who got a job, 1560 students. We were able to generate $23M taxable dollars.

Rep. Meier: Out of the 17 centers, who has the largest waiting list?

Fischer: Bismarck has the largest waiting list as well as Minot, Fargo, Devils Lake and Fort Totten.

Chairman Skarphol: What if we did some type of matching grant type of system.

Fischer: The locals give a huge amount of in kind by providing local facilities, operating expense.

Chairman Skarphol: Other education type entities?

Fischer: I am not aware any right now. We would like to engage in conversation with the Department of Corrections and Rehabilitation (DOCR) but it does not provide funding to the city and county jails so they are not able to provide services.

Rep. Wall: North Dakota has low unemployment, are there requirements for a minimal Graduate Equivalency Diploma (GED)?

Fischer: Yes, many require a GED or a high school diploma. It focuses on content, commitment.

Chairman Skarphol: Are the ACT and Workkeys offered to the GED graduates?

Fischer: Yes. Concluding that the funding be studied during the interim. No new appropriation is acquired.

Rep. Rust: They did a satellite a few years ago in Tioga, out of Williston and a lot attended it.

Chairman Skarphol: The hearing will be closed for today and continued on Monday, March 21. Discussion will continue with regard to the DPI budget.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/21/11
15730, 15755

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: The joint committee hearing of the House Appropriations and House Education Committee was called to order to hear SB 2013. Roll Call: We have a quorum. Beginning with the State Library presentation, we will continue with the agenda as distruibuted by the Department of Public Instruction (DPI).

Hulen Bivins, North Dakota State Library: Provided testimony, see Attachment # 1.

Chairman Skarphol: You said there were $32M distributions by the libraries in North Dakota.

Bivins: Yes.

Chairman Skarphol: What percent, how many were done because of technology, being given the access to libraries and do you have statistics as to the number of visits that resulted in as far as distribution?

Bivins: The technology circulation would be approximately 45% of the 32M. This data is accumulated on an annual basis and submitted to the federal government under the library statistic program.

Chairman Skarphol: How do you see libraries changing?

Bivins: We are working more and more with a need for quality librarians and to pay more to attract quality librarians that help steer everyone through the electrical sources that are coming on line. We need professional librarians to weed out the real research publications. We will go heavy into electric resources.

Rep. Mueller: How does the state library interact with the school's library systems?

Bivins: We are the coordinator with the schools. We work to bring all libraries in together. The North Dakota Coordinating Council looking at providing grants to schools, colleges....

Rep. Rohr: Data, how does it compare to other states of the same size?

Bivins: We are the lowest in the nation, about 1,000 behind South Dakota. Some time North Dakota will have to increase its allotment in caring for the libraries of the state. If the economic development continues a need to increase services will emerge. You have been cost efficient and we are doing cooperatives with Minnesota. We need libraries that are open 12 months out of the year. Better paid librarians are at the top of the list .

Rep. Williams: You are counting on $800,000 to $900,000 in the next biennium from the feds?

Bivins: Yes

Rep. Williams: What percentage of the library budget comes from the federal?

Bivins: In the 40-50% ratio. We have services like the library for the blind, data basis, grants and grant opportunities: we do mostly state wide programs.

Chairman Skarphol: Addressing OMB or Legislative Council. Are we using $400,000 and Mr. Bivins talks about a $200,000 increase. There's $200,000 reflected in other funds on the green sheet. Are we doing half general funds and half other funds. The other funds are strictly federal? Referring to 4 and 5 on the green sheet, it would appear that there is $400,000. One of you respond to how much federal dollars in total.

Sheila Sandness, Legislative Council Representative: The total federal funds included in the Executive recommendation was $2,420,758.

Rep. Monson: You have a bit of a role with higher ed. What do you provide?

Bivins: Working through the North Dakota Library Coordinating Council we provide grants for Minot, Valley City, Dickinson. These grants in this round are with regard to internet and internet resources; looking primarily at internet book resources such as e book collections. With an organization called Overdrive they can do downloads. I Pads will be placed in the libraries to give them the newest technology.

Chairman Skarphol: What is the dollar amount that you grant to these libraries for these purposes?

Bivins: The grants had a ceiling of $300,000 per entity; we had $28,000 left to spend. Requests for $127,000 remain. We can fund about 10%.

Chairman Skarphol: What was the total grants made to higher educationduring the course of the year?

Bivins: I wasn't here all year but will get that information.

Kelly Steckler, Legislative Chair for the North Dakota Library Association (NDLA): Provided written testimony, see Attachment # 2.

Tom Jones, Bismarck Veterans Memorial Public Library Director: Spoke in favor of SB 2013, see Attachment # 3.

Chairman Skarphol: You anticipate spending $30,000 for e books, how does that compare to other books?

Jones: Total materials are in the range of $20,000, for books in the current year $105,000.

Chairman Skarphol: Do you see the progression of e books from hard copy?

Jones: It will be a continual progression. Some segments of the country are very into this and some don't even use computers yet. More technology is available and it is easy to use. Downloading books is increasing.

Chairman Skarphol: We have had a request for a new library at Dickinson State University. The funding is primarily for storing books. How should we move in that direction?

Jones: the library is becoming a community living room. Many computers are there. Interaction with electronics takes place in libraries. There is a lot more to a library than book storage. It is a place to interact. Having the librarians there is very important. It is important to have the place. Huge collections are being digitized.

Lois Myran, Assistant Director for Professional Development and Project Director for the North Dakota Moving to Improve Learning for Everyone (NDMILE): Provided testimony , see Attachment #s 4 and 4A, pp. 1-3, requesting $750,000 for continuing the project.

Rep. Meier: What was the previous appropriation in the last biennium for NDMILE?

Myran: There was none. We started this after the last legislative session.

Rep. Meier: How did you decide on the 48 schools that would receive the training?

Myran: The schools decided themselves and we invited schools that were in school improvement.

Rep.Hawken: A few years ago we were working on a computer system that would make it easier for schools to fill out the forms. Is that correct?

Myran: There is Sate Automated Reporting System (STARS) that collects more data, this is a planning tool.

Rep. Hawken: Why do we need another layer? Secondly, what is the size varience among those in the 48?

Myran: We have schools in West Fargo, Grand Forks, Minot. Many small schools such as South Prairie. It is a school tool.

Rep. Hawken: This job piece going to the Rural Education Association (REA), would there be additional expenditure for the REAs if they were already doing this?

Myran: We would facilitate for the REAs.

Rep. Hawken: So the money piece would still be there.

Myran: Correct.

Rep. Williams: Referring to testimony, p. 1. You initiated this in February, 2010. On p. 2 you mention that 48 schools are involved and that you need $750,000 to continue NDMILE. Since 2010 how did you assimilate the costs for this last year?

Myran: In the department and support from some Title dollars from Title I to start this process.

Rep. Williams: What were the costs?

Myran: We started in 2010, we have spent about $60,000 to this point. It has not been launched to the point that we want to and we don't have the number of schools in the process that we want to have.

Chairman Skarphol: You spent $60,000 in one year.

Myran: It has been spent since August. We want to provide the schools with more support.

Chairman Skarphol: Give us an estimate of what you think the amount will be for the biennium?

Myran: Another $50,000 is an estimate.

Rep. Rust: When looking at guiding school improvement teams, why is this needed? Aren't the coordinators doing the same thing?

Myran: There is a nice tie, not all of the school improvement programs are on line, or immediate results and research. This fills the need for school wide planning. We are trying to reduce the reporting requirements for schools.

Rep. Rust: If it is to comply with things for Title I, are there dollars for those issues?

Myran: There are some dollars but not to the degree that we will need in the future.

Rep. Rust: What does a typical reporting mechanism look like from your group and how many indicators are needed to be answered or considered?

Myran: We have 99 indicators that are assessed within a year. There are three reporting periods where there are 33 indicators assessed at each reporting period. Thirty of those indicators are where they have to build plans around. Schools chose the indicators that are most important and fit their school improvement initiatives.

Rep. Hunsker: What part of $750,000 is needed for staff services within DPI?

Myran: Referring to the last bullet on p. 3, we have currently absorbed those costs within DPI for support. We would like to have management support.

Rep. Rohr: Referring to testimony p. 1, what kinds of innovations have helped student outcomes? What happens if we don't fund this?

Myran: We have no longitudinal term data. It takes at least a 2-year cycle to see increased student results and it is not just one piece. Other states have seen improvement but do not just attribute it to the tool, rather to have succinct planning and working together.

Chairman Skarphol: How long has this been used?

Myran: Other states have been using it four to five years.

Chairman Skarphol: Give us examples of some of the other states.

Myran: Naming several, Illinois, Vermont, Oklahoma, Michigan.

Rep. Monson: You said this is at no cost...now we are getting requests for $750,000. A portion is for these 25 capacity builders to be in the REAs, referring to testimony, p. 3 your bullet points are for the $750,000 request. Could you delineate how much for each?. How much are the feds kicking in? How much other federal funds do you actually have to get it flying?

Myran: I can get figures to you. This particular program which is called Indistar the parent company for NDMILE is all federally funded. They house all the technology, design all of the indicators, research and create and manage the tools. That is all federally funded. There are federal funds that we can access to a degree for Title I schools and we have used state dollars.

Rep. Williams: You're obligating $100,000 to finish out this year. You are asking for $750,000 new dollars from the general funds. Are you counting on funds already in DPI to augment that amount, is it going to cost $1M in the next biennium? How much do you plan to take out of Department funds for this?

Myran: We used stimulus dollars to start. We have nothing in the budget in the support part of it. The cost for the next biennium would be the $750,000.

Rep. Williams: Are you going to be eliminating some costs from the previous biennium with this new program whether it be Title I or whatever?

Myran: Some of the stimulus dollars are no longer available.

Rep. Monson: How much is American Reinvestment Recovery Act (ARRA) money how much is Title I money?
Would $750,000 be enough to expand this to all schools in North Dakota?

Myran: The funding could be used for any schools, whether Title I or none Title I, that is what the Title I request is for all who would like to be a part of this planning process. Title I moneys cannot be used for the non Title I schools.

Chairman Skarphol: The Department's handout on pp. 21-22 has more information.

Rep. Monson: When you started this did you know that the federal funding would be ending? The only other federal money that you've got available for this program is Title I money. $750,000 is a lot of money to request for a program to come in and pick up for federal funds that went to start a new program and now the funds are gone. We are looking at picking it up and/ or expanding it with state funds. I need to know how much money was ARRA money, how much was Title I money and going forward how much federal funds are you expecting in this next biennium besides the $750,000?

Chairman Skarphol: That is a request for more information with the dollars.

Myran: We'll get that to you.

Rep. Hawken: There is some conversation that No Child Left Behind will be readdressed or changed, how will that change this in the reporting piece?

Myran: It is too early to look at this but regardless of what happens with No Child Left Behind in the regulations, it is a good planning tool to increase student achievement.

Rep. Hawken: We have in place right now Professional Development and others. Why aren't we using the tools already available to accomplish these goals? If it is the computer piece, I understand that we can't get any department's computer pieces to work. I have a problem with adding additional professional development. In another program, when we already have it, and you say it gets rid of duplicate reporting, if you have the report and we have a computer system that works, there shouldn't be duplicate reporting. Once they send in the information they should not have to resend it, this is duplication. Planning as opposed

to data, but once you have made the plan, you can utilize it for Title I and for your school. I think we are adding another layer. I need to be convinced.

Myran: One of the goals of this tool is to bring our reporting requirements together. Some schools have to fill out a school wide plan and they are also on school improvement which is two separate plans that they had to fill out and submit to the Title I office. If they go through the NDMILE process, they just have the one process that they have to do.

Rep. Hawken: Why would it be different?

Dr. Gary Gronberg, Department of Public Instruction: There are a number of duplicate plans required. If you use the State Education Improvement Process (SEIP) or the advanced ed kind of process, you do a plan. If you require because you fail to meet adequate yearly progress under Title I you have to do a plan if you are in Program Improvement. If you have the Professional Development Plan that was required last time there is another plan that you have to develop. This tool brings all together in terms of one plan so that Title I doesn't have a separate plan, nor does School improvement. All require a separate planning process. This is an attempt to bring all of those together under one ....tool.

Rep. Hawken: Addressing Dr. Gronberg. This is just another program and if it can put all of the plans together, what is special about this that allows to do one plan? What is special in NDMILE that allows them to do just one plan?

Dr. Gronberg: Once a district is at fault in this process, it allows them to do many plans in one. NDMILE is a planning process and it allows a whole variety of local participation. The expense in this plan is to get a coach to help them with this, those are called the Capacity Builders. The payment of people to assist and provide technical assistance to people.

Rep. Hawken: What is the federal government paying for in NDMILE?

Dr. Gronberg: The federal government only paid to develop the process for the program.

Rep. Hawken: The process isn't a computer program, it is stuff on paper that you utilize.

Dr. Gronberg: It is an electronic tool.

Rep. Hawken: It is a computer program and they paid for the program.

Rep. Heller: Did the State Education Planning Committee approve expending these dollars on this program? How did you get approval to expend these ARRA dollars?

Myran: We worked through the Title I office and got the approval for this.

Rep. Heller: Who did she (the Title I office) get the approval from?

Myran: She knows the regs and so it was likely an approval, she didn't have to ask, she knows the regulations of how it could be spent. She said we have X number of dollars that

could be used for the NDMILE for the capacity builders. In working with her she allocated X number of dollars for that.

Rep. Heller: She didn't have to through the state committee that is set up to supposedly watch these funds?

Myran: Not specifically for this project.

Rep. Meier: With the $750,000 appropriation, is it your intent to have a mandated program for all school districts in the future?

Myran: It is the option of the schools at this time. Schools that are in School Wide, once their new planning process comes around, they will have to use it but as far as the other schools it is still the option of the schools. Some states use it as a requirement, but in North Dakota, schools have the option to use it.

Rep. Meier: In the next two years it is voluntary. Eventually as the legislature appropriates the funding, would it become mandated in the future for all school districts to participate.

Myran: We would have to make that decision as we go down the line.

Rep. Rust: Referring to the DPI document. Did this program come about as an outcry from schools districts for this or as a means of looking at some federal programs and then going out and recruiting schools to become part of it?

Myran: I will defer to Dr. Gronberg.

Dr. Gronberg: It came about as a result of the No Child Left Behind requirement under Title I to develop a state wide system of support. That is a plan that North Dakota had to develop to provide assistance to schools that are in the lowest performing need for improvement. It is a part of that planning process that I put together an answer. The Center for School Wide Improvement is a nationally funded technical assistance center to state departments of education. It is a nationwide type of center that is put in place to help the states develop the state wide system of support. The state developed the plan and this tool met the answer for us to provide technical assistance to local school districts who are in need of improvement. This was selected as a process to help local districts help themselves.

Rep. Rust: Did the 48 schools come to you or did you go to them?

Dr. Gronberg: The schools came to us, based on an offer of a system and program that could in fact combine a whole variety of plans into one and to put forth a school improvement process for them.

Chairman Skarphol: Was this a requirement of the federal government?

Dr. Gronberg: The statewide system of support was a required plan that we put together as a result of No Child Left Behind. The program is only, how is the state going to use it's

resources as best we can to do school improvement and bring about the reforms that are required under No Child Left behind.

Chairman Skarphol: Was it a State or federal required plan?

Dr. Gronberg: It was a federal requirement plan of the State to do the state wide system of support.

Chairman Skarphol: We hear about these federal requirements frequently and when we try to substantiate it, we have a difficult substantiating it. Can you put together a list of federal requirements over the last two years, new initiatives that have been required by federal law to do and what may have been required by federal rule to do, or what ever other federal tentacle that causes us to comply with something? It is difficult to substantiate the source of these requirements.

Rep. Monson: Looking at your handout, Attachment # 8 from DPI, looking on p. 17, this was your number nine optional request and on p. 24 there is more explanation. The Governor did not fund this, the Senate did not put it in. Now you are asking us to put this in? You are trying to sell it to us today?

Dr. Gronberg: Yes, it is.

Rep. Monson: Are the feds requiring it, is it to use anything? What have you been using before?

Dr. Gronberg: The state was required to have a tool. We have to put forth a state effort, to have some type of plan to have technical assistance to our lowest performing schools. This is the requirement of the State Education Agency (SEA) not of the local district. How in fact, are we using our money? If you look at those ARRA assurances, what did we do with it? We didn't do much on those kind of assurances to put forth a plan. We distributed the money to every school but in fact did we put a state plan together? Did we have any particular initiatives that are focused on our lowest performing schools? That is what we are talking about here. Here we are talking about efforts to provide technical assistance to our lowest performing schools.

Rep. Monson: We now have the software in our possession; our problem is we just don't have people trained on how to use it?

Dr. Gronberg: That is correct.

Break

Rep. Gary Sukut, Dist. 1: Provided Testimony, see Attachment # 5, speaking in favor of the Adult Education Budget.

Dr. David Massey, Retired Assistant State Superintendent and Director of Adult Education for the Department of Public Instruction: Provided written testimony, see Attachment # 6.

Chairman Skarphol: In this current biennium, the appropriation for adult education is $1.850M. There is a decline in federal dollars and not much optimism of that changing.

Myran, Assistant Director Profession Development for DPI and the Project Director for the NDMILE: Provided written testimony, see attachment # 7, pp 1-2 and .4-6 and discussing the proposal for the model (Blue Section). The number of participants is an indication of the need. Common Core Standards will be approved in May. Federal requirements were considered, requirements of accepting the money from ARRA. It is based on best practices for professional development and becomes a framework, customized for the district then training. Moving on to discuss the NSDC's standards for staff development, also in the blue sheet section. We are asking for $878,000 to design and deliver the model.
Based on our analysis we know that schools are ready, there will be new federal requirements.

Chairman Skarphol: Referring to top of page 3 of Attachment # 8. This is an optional budget request?

Myran: Yes.

Chairman Skarphol: With regard to this aspect of our acceptance of ARRA funds we are in compliance and no further action is required This is an optional budget request, not a required.

Myran: Correct.

Rep. Williams: Is NDMILE an integral part of this?

Myran: They are entwined. The model being proposed is would support professional development for schools and teachers and administrators going through the MILD process.

Rep. Monson: Your optional request is for $1M in the "tan book and it shows that your optional request was for $1M for professional development program. I heard you say something like $800,000 range. What is the difference?

Myran: The Governor's original budget included a $122,000 for the work of the Professional Development Advisory Committee and we removed it from this proposal. reduced by $200,000

Chairman Skarphol: The $122,000 is in the DPI budget.

Myran: No, it was put into the Governor's budget. Oh, it is reflected on the green sheet.

Rep. Hawken: Is there another group that does it, the things you have listed here?

Myran: This is the working group that is on the Advisory Committee. We meet about six times a year and break down into about five different subcommittees in consultation with the people that they represent and bring that information back.

Rep. Hawken: Regardless of what happens to this it would be a good thing to share with the schools of education at our institutions of higher learning because all of it should happen at that level.

Rep. Heller: Why was this created in HB 1400, was it in response to the teacher mentoring program?

Myran: Referring to attachment # 8 on p. 3, all schools were required to submit a professional development plan and that a professional advisory committee be appointed.

Rep. Heller: To come up with a professional development plan, the cost is $122,000 to keep the committee afloat. You are asking for $1.M minus that $122,000 just to come up with a plan for the schools.

Myran: We have the plan put together, this is for implementation for the model.

Chairman Skarphol: How is that going to happen, will the $122,000 be contracted?

Myran: The $122,000 is for the advisory committee to pay expenses when they come for meetings. They come together as a full committee six times and there are five different subcommittees that you see on the colored sections in the back of Attachment # 7. They will come together about four times during the year. The plans will be put together for the second time this summer to review the plans.

Chairman Skarphol: It is strictly committee costs.

Myran: Correct. The other part of the proposal is to implement the model.

Rep. Monson: Why didn't the governor put this into his budget, the $878,000.

Myran: Address to the commission because I don't know.

Chairman Skarphol: Introduced Rock Lake students who were visiting.

Jerry Coleman: Provided a brief demographic update on where we are in North Dakota K-12, Referring to the DPI Booklet, see Attachment # 8, pp. 1-6.
Enrollment is discussed on p. 3 There is an uptick in grades K-12 Gaining about 200 births per year. Moderate increases will be expected. The big nine exceed 2000 in enrollment. Birth rates and in migration are resulting in the uptick. There is a big dip in 3rd and 4th grades.

Chairman Skarphol: The cohort chart, how do you account for the drop in classes and others are up?

Coleman: These are public schools. You might see some private school statistics reflected here.

Chairman Skarphol: When is the data gathered?

Coleman: 2010,It will be the fall of next year before we get better numbers.

Rep. Heller: In future projections are you using the 7- 16 age or the 6-17 age when you look ahead?

Coleman: I am not making any adjustments, cannot guess how many.

Rep. Heller: Why don't all the schools belong to an REA?

Coleman: They don't see the need and it is not required..

Rep. Karls: Could we get a chart that shows what it would look like in 2010?

Coleman: There may be a chart available in the Department of Health up to 2008. It is increasing at a lower rate. Averaging about 200 a year.

Rep. Rohr: Tell us about the teacher resources then and now?

Coleman: In 1930 we were at 680 and that was our highest year, since 1994 we lost about 70 school districts. Our teacher counts did not change.

Chairman Skarphol: In the cohort document it shows grades 10-11 from 2010-2011 there is about a 270 person drop. Every year there is that drop. Is that decline due to dropouts?

Coleman: Ages when students drop out is at about age 17, and at ages 16-18 there are about 300 dropouts a year and about 1000 total dropouts in a year.

Chairman Skarphol: What are we trying to do to address it?

Rep.Kelsch: During the last session we put in an optional diploma. If they are struggling. The compulsory age of 17 is being proposed. Largest number is the Native American Students.

Chairman Skarphol: Do the cohorts include the Bureau of Indian Affairs (BIA) schools?

Coleman: The cohorts include all public students, leaving out 1500 Native American schools.

Chairman Skarphol: So you have statistics on the Native American Students at the BIA?

Coleman: We do collect information from the non publics and the BIAs and it is a lesser collection. We will get that.
Continuing with p. 6 of Attachment 8 there is Frontier, oil production, the big eight in counties. The Frontier is a census measure where if you are one of 36 frontier counties, there are 6 residents per square mile. On the bottom they are grouped and what we'd expect is a net change of minus 3 from last year. The population centers are the expected increases. This gives a feel for how our populations are changing related to the school districts.

Dr. Gronberg: Beginning with information before questions, starting with p. 37, see Attachment 8 and those following of the budget document presented on 3/16/11, discussing the declines. Special education student enrollments continue to rise, 13,134 is the number of current enrollees. The number of students with autism is increasing as in other states. North Dakota has adopted an overall funding formula that is less categorical and more integrated with the overall appropriation in education. We are not asking for an increase in funds, that comes with the base payment weighting factor that generates funds for all the students in the school. It is growing in terms of numbers and the costs. The student contract is where the state covers the costs, the local pays a share and the state pays the remainder.
Federal dollars such as ARRA put dollars into our state and the amounts coming in are used to leverage state payments. Referring to Attachment # 8B, pp 7, 8. $287M is coming from federal sources. What are the strings? The US census in 2010 will result in fewer federal dollars, North Dakota's average salary is going up as evidenced by fewer reduced lunch and other indicators.

Chairman Skarphol: What is the time frame?

Dr. Gronberg: A 10% decline in revenue just from the Department of Education is realized. The trend is less federal money. The 2010 census will not help us.

Chairman Skarphol: What is that based on?

Dr. Gronberg: The dollar figure is based on allocations in student aid programs. It is No Child Left Behind dollars.

Chairman Skarphol: Looking at pp. 7-8, see Attachment # 8, 9.8% decrease. Which ones, all of those listed in column 3 or just some of them?

Dr. Gronberg: It would affect the Title I dollars, as in services for deaf/blind. It does not include those. Safe and Drug Free Schools would be affected, homeless, Even Start and others listed on p. 8 of Attachment # 8C.

Rep. Williams: I got the 9.8 but what will the amount be for the state to pick up?

Dr. Gronberg: $9-10M for the FY 2012. Less is coming from federal to state.

Rep. Williams: Decreases in Human Services of $101M shows a trend in all of these budgets. We have a lot of oil but we can't depend on it all the time for everything.

Rep. Sanford: Special education dollars, the 40/60 split, it is now 20/20 and the locals are paying about 60%. If special ed remains flat and it doesn't keep up with inflation and growth in student numbers in special ed, it can affect equity because of the impacts from district to district. In some districts one-half of their 110 mills are levied for special ed.

Rep. Monson: The increase in autism, are they falling through the cracks and on the backs of the school districts because they are not at a level where they are on contracts?

Dr. Gronberg: Yes, that is possible. The high cost students are at four times the cost per pupil and the state picks up the cost beyond that, about 40% for the local school and the state picks up the rest. There is that insurance program for about 1% of the students. It impacts the foundation aid. The federal dollar is for supplementary programs and that does not include special education.

Rep. Rohr: Information on federal grant programs, do you get that in a lump sum and you can allocate that to the various programs and you can put it into areas of greatest need? How fluid is that?

Dr. Gronberg: Yes. All go to schools through an application process, according to some eligibility requirements.

Rep. Kelsch: The Title money is based on the Title formula.

Dr. Gronberg: Based on eligibility.

Rep. Heller: The weighted value for special education is changing from .07 to .073. With the increased numbers of students, what does that equate to in dollars?

Coleman: Through the formula, $27.5M a year is the total money generated. The increase would be .....

Rep. Heller: Referring to fiscal note, see attachment 8. Do you get that increase from changing that weighted factor from .07 to .073?

Coleman: Yes, it increased about $5M to $6M. The trigger to the formula is through the increase in the special education factor.

Rep. Dosch: Special ed and services they receive, is that specified in law that services are the same in Bismarck's eligibility requirements and Fargo's or is there flexibility in what they provide?

Dr. Gronberg: Services are determined through the Individualized Education Plan (IEP), services are focused on the individual child's needs.

Rep. Dosch: We hear that Bismarck has a very good program so people are moving here.

Dr. Gronberg: Low incidence handicap, collections of programs look bigger in the large schools. Services that are to be delivered are to be the same, smaller schools are part of a special education unit where some specialized services are delivered in other areas.

Rep. Hawken: With regard to law suits, are there fewer?

Dr. Gronberg: We can deliver what the IEP calls for, thus all needs can be satisfied. To be able to deliver in accountable, efficient and equitable ways requires cooperation among service providers and parents. What are we getting for the dollars we are spending? Power school is an example. State wide systems need to be in place.

Chairman Skarphol: We are piling things on and seeing additional costs. We don't see what is eliminated with commensurate savings rather than continue to see additional costs. We do not see a document that tells us what is being eliminated.

Dr. Gronberg: This is an appropriate question. We can only show you an approximation of what it would take because the plans come from a school district and we can mold them into one.

Chairman Skarphol: If the school district doesn't have those costs than it should require less from us.

Rep. Kelsch: When you come in with a proposal like NDMILE you should remove all other options that are being paid for. Remove everything else and come in with the new. Going back to Sp Ed, with increased population you could say that 1/3 of the students coming in will need services. Is the insurance fund able to take up?

Coleman: We are not hearing anything on increases for high cost students.

Dr. Gronberg: Standards are one of those that are a part of the big picture in accountability. Having the two committees come together helps us to see the big picture. It all fits together.
Change in student achievement is our goal.

Chairman Skarphol: Your optional adjustments are listed in order of priority.

Break for Lunch

Chairman Skarphol: Calling the committee back to order and referring to the green sheet, Bonnie Miller was called to the podium and asked to address the committees. Point out some of the issues on the budget.

Bonnie Miller: That funding is in the current budget also, it came out of HB 1400 two years ago to help fund the expenses of travel, mileage and so on for those committee members.

Chairman Skarphol: Is that the same number that was in this last budget? There was $122,000 in general fund money. State money not ARRA money. On # 2 of the front page of the Green sheet, the $500,000 removed one time funding provided for the state Automated Reporting System. Is that for the establishment of that system and is no longer needed for the operation.

Miller: It was used for maintaining the existing IT programs such as STARS and some of it went toward data rewrites which is the rewrite on the systems that DPI and ESPB share for teacher licensing.

Chairman Skarphol: How is that being funded?

Miller: We asked for additional money this time.

Chairman Skarphol: That is in the optional requests. Referring to p. 17 of Attachment # 8.

Miller: The $500,000 was onetime funding. We asked for $878,000, the Executive recommendation included $384,000. That leaves $484,000 that wasn't funded. The senate upheld the $384,000.

Chairman Skarphol: That is number six on the green sheet.

Miller: $384,000 will not get us very far to maintain the existing programs. That is gone in one year.

Snow: Last year we got $500,000 to make modifications to our data collection system. We are asking for additional money for STARS, to make modifications. This year we are making enhancements to STARS, a fundamental shift on how we collect and use data. We just implemented the Teacher Licensure Application, Accreditation application and started to make data collections as we see the ARRA data requirements shift from stimulus dollars and not shifting into federal requirements for data submission.

Chairman Skarphol: No need for the longitudinal data system money to be able to be used for this purpose.

Snow: It is mostly to provide linking data systems together to higher ed, BIA and others to get that broad picture of student data.

Rep. Kelsch: Explain the differences between the STARS and the Power School programs. We were told to get rid of STARS and go to Power School. But they are two totally different systems.

Snow: Power School is a school level system, more for the operation or the school levels so it collects data needed for student information. The STARS is the state level for the collection of that data. We bring in employee compensation data, transportation data which are not included in Power School.

Rep. Kelsch: From your vision of the longitudinal data system will we receive from the Power School and information from STARS?

Snow: Yes. Nightly extracts from the Power Schools are done to access student data, the linkage of student/teacher corps which is a federal requirement. The STARS system supplements that and adds information such as employee compensation, transportation....

Rep. Monson: You mentioned ARRA funds being used for some of the development for STARS.

Snow: We didn't use ARRA for STARS; it went directly to the schools. There are data collection requirements that we now have to fulfill. We see the actual data requirements funneling into our federal reporting.

Rep. Monson: There are still a few ARRA funds out there, $22M. Do they go directly to the schools can it be used for administration and you could use some for STARS there?

Coleman: If this is about the Education Jobs Funds, those are to flow directly to school districts and they are to be used for salaries and compensation. It was to provide states that were in trouble with funds to recall teachers. In North Dakota we will use them for paying teacher's salaries and compensation. They will have to account for that money as being used for salaries and compensation.

Rep. Monson: If you are administering and passing through, you can't use it.

Coleman: We can withhold 2% for administration purposes so it would not work in that case.

Chairman Skarphol: The funds for the professional advisory committee, is there any balance existing in that fund or is it all used?

Miller: There was no funding for the current biennium.

Chairman Skarphol: This would be the first. On # 16, p. 2 of Green Sheet Department.201, Attachment # 9 provides $20,000 funding for the Early Childhood Learning Council.

Miller: That is in the current budget, stimulus money which will go away and we didn't ask for it in the optional package.

Rep. Kelsch: The Early Childhood Learning Council is a federal mandate in regards to Headstart and we had to establish that last session.

Chairman Skarphol: Have ARRA funds always been available for purposes of operating?

Rep. Kelsch: I did not know that there were ARRA funds being used to fund that council. It come directly to the Governor and so the Governor used it?

Joe Morrissette, OMB Analyst: In the Governor's budget two years ago it had been proposed to be funded from the general fund but in the legislative process a portion of the government services money that was coming through the Governor's Office that was flexible and could be used for anything, a portion of the $20,000 was used.

Chairman Skarphol: We didn't get it all used up, so there was some left for you to use.

Morrissette: It was appropriated that way.

Rep. Monson: You mentioned that there was $20,000 in optional requests, but what line item has that amount in it. I am looking on p. 17 of Attachment # 8.

Miller: It is on page 29, item # 22, see attachment # 8.

Chairman Skarphol: Section 23 of the bill, the $30M in federal funds, is the same as the money that is on the schedule that we referred to earlier on the schedule?.

Miller: We don't know what the spending pattern is going to be. It is not new federal money; it is authority to spend existing money. We estimate how much it is going to be and it is usually not enough.

Chairman Skarphol: These are existing federal dollars that you have currently.

Miller: Authority to spend existing dollars from the various federal programs. It is for the current biennium. It will go away in the new biennium and we will try and estimate what the spending is going to be.
Under the ....Amendment the school districts have three years to spend it. It is tough to calculate what that is going to be.

Chairman Skarphol: Page 6 of the bill, gifted and talented program. What is the connection to Medicaid on lines 23-28? Explain that to me.

Coleman: That is what we call Medicaid match, time spent and they are reimbursed through Human Services. To document the match and Human Services sends us the bill for the school district's share of that match and we take it out of the school district's state aid payment and send directly to Human Services. It is a documentation mechanism.

Rep. Monson: I do not see that, I could see if it were something to do with special ed. But why is there a match needed for Gifted and Talented.

Rep. Kelsch: Rep. Bellew introduced this amendment in the full committee when I was testifying on 1400 last session and that is how it was written.

Dr. Gronberg: There are two subjects in this and should be sectioned out into two sections.

Morrissette: It is copied over from the bill as it was passed last year.

Sandness: This is how it went.

Chairman Skarphol: We need to get some understanding on this.

Coleman: They inadvertently got combined.

Rep. Monson: Addressing Miller, on the green sheets number 34, see attachment # 9, what is the source of this money? Last time it was set up for $500,000 and you need reauthorization for this .

Miller: Previously $500,000 was appropriated to establish an Endowment for teacher certification for those who were interested in participating in that program. It was invested by the State Investment Board and moved to the Bank of North Dakota and has not earned enough for one teacher certification. It earned $1,220, not enough to pay $1,250 for one certification so we moved that money and transferred it to the treasurer's office. Senate Appropriations decided to use the funds in another manner so the $500,000 was divided up to $185,000 for ESPB, $200,000 to ESPB and $100,000 with the deficiency for the

American College Test (ACT)/Workkeys issue. The $15,000 that is left is to go back to the General funds.

Chairman Skarphol: 32-33 on p.3 on the green sheet See Attachment # 9, is that a new program, refunding an existing program and then the same with continuing education grants for preschool teachers?

Coleman: New, a commission recommendation.

Rep. Hawken: That is in the commerce bill

Sandness: It is in the commerce bill,

Rep. Kelsch: The pre-k space grants is the grants that go out to private sector businesses for providing those services, that is also contained in the Commerce Bill.

Chairman Skarphol: So this is in the addition to what was in the Commerce Bill?

Rep. Kelsch: I am not exactly sure why they are reflected in 32 and 33 because they are in Commerce....

Rep. Hawken: Don't know why it is here. (Inaudible)

Chairman Skarphol: We will try to put it all in one place.
Moving on to p. 8, line 16 of the green sheet, see Attachment # 9. The amounts that are in here, are they comparable to last time, the $7M reflected on line 16, the $30M reflected on line 23, the $30M on line 31?
In SB 2150 there were changes that should not have been changes. Are they the same figures as last time?

Coleman: Last time the continued appropriation was $5M for transportation. The Sections 2 and 3 that meet the requirements are worded the same but that threshold was $30M. The amount for transportation was $5M and now it is $7.4M for deferred maintenance and plant improvement grants and $5M for different physical plants from two years ago.

Chairman Skarphol: We did have $5M in deferred maintenance last time?

Coleman: It was transportation last time and the previous biennium it was for deferred maintenance.

Rep. Kelsch: School districts are receiving the jobs money during the interim and they received a lot of stimulus money during the last biennium and school districts were calling to ask how they should spend it. The deferred maintenance could go away for one biennium and perhaps take a look at it for the next biennium.

Rep. Monson: Is there transportation funding anywhere? Is there any kind of a boost for the transportation?

Coleman: There is a $5M increase in the Executive Budget recommendation for the transportation line.

Rep. Monson: That was in the Governor's budget for $5M before we started seeing the cost fuel skyrocket.. If we feel that deferred maintenance is not as crucial as transportation we could make a switch.

Chairman Skarphol: $5M without a contingency in this biennium?

Coleman: That would be on the transportation line in SB 2013.

Chairman Skarphol: In the current biennium there's $5M without any transportation contingency, or both?

Coleman: There's $5M contingent appropriation and that will trigger for this biennium.

Chairman Skarphol: There's $5M additional in this upcoming one.

Rep. Monson: There was $5M contingency last biennium. Did the governor put in a solid not contingency funding of another $5M and it will kick in for '09-'11, no contingency for transportation?.

Rep. Kelsch: That $5M will go out before the next school year.

Coleman: Yes, that will trigger the $5M for the biennium we are in right now and we would distribute it to the school districts before June 30.

Rep. Kelsch: They will receive a $5M boost in transportation and then $5M in the contingency. That $5M contingency is addressing what is currently happening with the cost of diesel, gas and everything else. However, there is no contingency because in the Commission they don't put those contingencies in there, that is a policy decision that this body has to make.

Rep. Monson: On the subject of the contingency. There will be no funds left. Will there be some left, not sent out?

Coleman: We are talking about two different things. The triggered amount, that is based on the state's general fund and is based on the OMB projection which was $60M. There is language that in HB 2150 that amends the way that left over foundation aid money goes out. Page 10 of the bill, Section 18 is amending session law from last time to the language in 1400 last time. Anything unamended would get left to the schools on state aid daily membership. And anything over $8M would go to support the per student rate next time. Section 17 does the same thing with transportation money with another $1M so we are taking $9M of carryover and using it for the next biennium for per student payment.

Chairman Skarphol: Transportation grants, found on p. 9, Section 17, Section 54 of the bill, the $.92 changes to $1.03.

Coleman: In SB 2150 we will carry the language to adjust for those rates. Delineating the adjustments: it will be $1.03 and $.44 changes to $.46, $.24 changes to $.26, and an adjustment to another rate in SB 2150 that was called Family Transportation and that is adjusted from $.40 to $.46.

Chairman Skarphol: The changes you discussed caused the $5M that has been added for transportation. We can move those numbers to the new figures. If the policy committee wishes they could move on and discuss SB 2150. The Joint Committee is in recess.

Rep. Rust: I found this joint committee very informative, although parts were boring. It ties the big picture together and I want to commend you on getting us together and have you consider doing it again in the future. Thank you.

Recess

Chairman Skarphol: Calling the Committee back to order, Mr. Levang was introduced.

Wayne Levang, Executive Director for the North Dakota Small Organized Schools: Speaking from printed testimony, see Attachment # 10, delineating items 1-3 on p. 2. The bottom of p. 2 the data listed there delineates the budgets for transportation in 2008. Moving on to Appendix A in Attachment # 10.
Numbers will rise without this appropriation. Again referring to Appendix A for a sample of school districts showing the mill levies. Moving on to p. 3 of Attachment # 10.
Referring next to Appendices C and D of Attachment # 10 is the ask and I have given you the reasons, now it is up to you to decide.

Rep. Dosch: Bismarck decided to offer free busing for kids within the city limits. How does that add into Bismarck's cost?

Levang: It definitely adds to Bismarck's cost. In the last session, we gave the large schools a big increase, $12M went into it. It also increased the contract rate with Harlow's because they don't get as much for in town and it costs more to pick up kids in town. Big schools got an increase in the cost.

Rep. Dosch: This was a decision that our school board made. Why are you here to ask for more money for busing? In our constitution, where does it say that anything has to be paid for busing? Parents should be paying to get their kids to school and getting their kids to school on time.

Levang: It is a matter of safety. On the question of constitution in the 1960's the legislative assembly decided on consolidation and we will help you out with transportation. You will not find it in the Century Code saying that schools have to provide transportation but two years ago Bell School was annexed into Minot and the transportation problem has to be addressed on any annexation. If they bus in their district, the new district has to do the same.
Should parents pay, yes, they are paying 30% now. I happen to think that Bismarck made the right decision in rural districts and in cities.

Rep. Williams: Most consolidation packages provide for transportation but it is made by the school district as far as consolidation, correct.

Levang: It is part of the contract; it has to be addressed in some way.

Rep. Williams: Mandated by state or local?

Levang: The decision is made at the local level but it is mandated by the state that they make a decision.

Rep. Williams: Mandated by the state to make a decision.

Levang: Consolidation mandates transportation if one of the school districts makes the decision to provide transportation.

Rep. Williams: It is not a state mandate; it is a school district decision.

Levang: It is a local decision. The key word being decision.

Chairman Skarphol: It has to be addressed but they don't have to provide it if the decision is not to provide it.

Levang: Then both districts do not provide it.

Rep. Monson: If mill levies are increased, does it have anything to do with reductions made by the state?

Levang: If you reduce a school district.... It can levy 110 mills. Transportation comes out of the general fund so if it continues to increase in cost they will take the bigger part of that 110 mills for transportation without having it the same.

Rep. Monson: We also kicked in a whole lot of money from the state and that goes into the general fund as well. They then have two sources of income to the general fund. The number of dollars went up overall substantially.

Chairman Skarphol: What is magical about 70%?

Levang: That is the funding that is committed to do with foundation aid to School districts. The 70% funding is to make sure that the school districts have to contribute something.

Chairman Skarphol: If we do the $10M in this coming biennium and you get the $5M at the end of this current biennium from the contingency it actually is a $15M increase, $10M above the $435,000. You are $435,000 in this current biennium.

Levang: That is what is proposed.

Chairman Skarphol: $485,000 is proposed, is it not?

Levang: So if you take that $5M contingency, you spared it out over last biennium that means you come out $1.03 over the last two years. If you propose it in that way, last biennium you authorized $1.03 per mile. Next year with the $48.5M you are still only authorizing $1.03. Looked at over a period of years what is the percent of aid?

Chairman Skarphol: Would you rather have it in foundation aid? What is the difference?

Levang: Ehh, looking at small schools I would rather see it in transportation

Josh Askvig, representing the North Dakota Education Association (NDEA): Provided written Testimony, see Attachment # 11 and speaking for national board certification. We do not want it eliminated.

Chairman Skarphol: Hearing no further testimony or questions the Hearing is closed.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/24/11
15985

☐ Conference Committee

Committee Clerk Signature Jeanette Cook

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Brought the Education and Environment subcommittee of Appropriations to order to discuss SB 2013.

Rep. Martinson: I talked with Dr. Beatha Lindeman in Germany about the Atlantic-Brukke partnership. They have formed a new division of the Atlantic-Brukke called Alantic-Forum. They want to have other leaders, legislative people, do exchanges with them. They had one last year in Germany. They have one this year in Kosovo. They are looking at China. They will pay most expenses except for air fare. I asked how much would it take. She thought that it would be about $15,000 a year. I would like to add an additional $30,000 to Atlantic-Brukke and then put /Atlantic-Forum.

Rep. Martinson made a motion to add $30,000 to Atlantic Brukke/Atlantic Forum.
Rep.Hawken: Seconded the motion.

Chairman Skarphol: The Pass-Through Grants are on page 29. See Attachment # 8, p. 29.

Rep. Dosch: Who selects them?

Rep. Martinson: The School Board's Association picks people. They are nominated by the local school districts. They are interviewed, and ten are picked. They fly in some people from Ohio, who are experts on German/American relations, and have a two day seminar.

A voice vote was taken. The motion carried.

Rep. Monson: I talked with Steve Swantack from Devils Lake. He came a long way wanting to testify, and you passed it. He was hoping to add some of that $75,000 in column four for #15. When I talked to him today, I said we would shoot for $35,000 to $40,000 in line 4, South Central School Television.

Rep. Monson moved to add $40,000 to line 4.
Rep. Hawken seconded the motion.

Chairman Skarphol: Very briefly explain that for us.

Rep. Monson: North Central Council School TV used to have the schools kick in one or two dollars per student per year for dues so the library could use various media available. But then, more and more schools didn't send in their dues, and they kept on using the program. They were made aware of the fact that they were breaking copyright laws. That is when we decided to kick in the two dollars per student per year, roughly $400,000. It included all kids, teachers, and libraries across the state. Minnesota has now gotten on board. They are paying into theirs as well. It was a liability issue for awhile, because these schools were exposed to breaking copyright laws, but by us paying the dues, then all the teachers and students could use all the videos and streaming programs off the internet. They are using CDs. In most cases they are using a live feed to get information on any topic they are teaching. They can use it in their classroom, or record them to use at another time. There is a cost involved in getting the live feed. They are concentrating a lot of what they are doing on the 4th and 8th grade North Dakota history. They also use the Prairie Public channel across the state as a delivery mechanism, as well as the internet. They can get the supplemental things for North Dakota studies. It has been a very good program. Steve Swantack is the president of the group this year.

A voice vote was taken. The motion carried.

Rep. Dosch: What is the need the big increase for ESPB? What is the Education Standards and Practice Board exactly?

Rep.Hawken: The ESPB is like the Gestapo on accreditation. These pieces are for all other bills that oversee and coordinate the mentoring program, which is in 2150 and which was passed in 1400 last session. That is to cover those costs. This can't be cut.

Rep. Dosch: The whole mentoring program should go. Our teachers come out of school, and they should be ready to teach. If they are not, there is a problem with the education part of it. We as legislators, our mentors are our cohorts. No one gets paid anything extra for helping each other. Plus, teachers have to have in classroom service before they can even get their teaching degree.

Joe Morrissette: Explains that item 19 is not for mentoring, it is the National Teacher Certification. They are statutorily required to pay a portion of the enrollment or examination fee for teachers that are seeking that board certification. Then they pay them a stipend for a period after they receive that certification. They provide an estimate to DPI of how many teachers will in the program. That is a statutory program that they administer.

Rep. Dosch: Then keep 19, but **make a motion to take out the $200,000 on line 20.**

Joe Morrissette: Line 20 does not refer to Mentoring either. That $200,000 relates to updating the application that they use for maintaining the database of teachers. You don't really see it broken out, on page 29 because it not really a pass-though grant.

Chairman Skarphol: #20 is one time.

Rep. Dosch withdrew his motion.

Rep. Hawken made a motion to add between $50,000 and $80,000 that was requested for the Governor's School.

Chairman Skarphol: Can Joe or Sheila tell us what would it take in grant money to expand that to a full six week program, since the writing program in the Governor's School is only three weeks as opposed to six week program that the others have?

Joe Morrissette: I probably can't. We would have to contact the Governor's School.

Chairman Skarphol: Why don't we get an estimate?

Rep. Hawken: It is explained on p. 33 Attachment # 8.

Robert Vallie, Executive Commissioner for Governmental Relations/ Intercollegiate Affairs North Dakota State University Student Government: I was not a part of it, but I have known quite a few people that have been part of it. I am somewhat familiar with it.

Chairman Skarphol: Give us your perspective as far as the six week program, give us some insight.

Vallie: The individuals that I have known that have been a part of some of these programs have mostly been involved in the theater aspect. However, there have been individuals from my former high school who were involved in both the business and science sections. I don't know the programs fully, but it is my understanding that these programs are a very good quality. A lot of times people that were former Governor's School members, come back and act as mentors in the programs. They also act as chaperons or teachers to help to ensure that the program continues.

Chairman Skarphol: How many students are involved? Do they run one session per summer? (It says in here, based on 20 students.)

Vallie: One session per summer is correct.

Chairman Skarphol: It seems like $80,000 is a lot of money. We will try to get better information.

Chairman Skarphol: Let's look at the list on p. 17 of Attachment # 8. Those are the optional requests. I had a discussion with Rep. Kelsch on $7 or 7.5M for deferred maintenance. She thinks that we can pull it out because of ARRA money available. At some point in time we will probably remove that. She also talked about the rapidly growing school thing. They are trying to do something in regard to funding spring enrollment with the rapidly growing schools at some percentage of the per pupil payment. She asked me what kind of figure she should try to work with. We talked about the fact that there are documents that range from $2.8 million to $7 million. I suggested seeing what $5 million works out to. If we take the $7 million out, we will probably end up putting the $5 million in for that.

Joe Morrissette: I want to point out that the $7 million that you are talking about is a contingent appropriation, so you won't see any savings on a budget status report when take that out.

Chairman Skarphol: We are going to try to find money within here to do some things.

Rep. Hawken: I don't really understand this contingency money. If the budget money is over, it is not like the funding formula is over. The old one was different.

Chairman Skarphol: How is this one different?

Joe Morrissette The old contingency dollars were kind of like a pecking order of priorities that were listed. It said, if the estimates were off and there was money left over in the school aid line at the end of the biennium, this is the order that it should go out. That was what was referred to as contingency dollars because it was contingent on there being extra money in the school aid line, but it was part of what was appropriated. This separate contingency, $7 million in this case, for deferred maintenance, is a contingency that is based on a new appropriation of $7 million that would trigger if general fund revenues exceed the forecast by $30 million.

Rep. Martinson mad a motion to remove Section 16 of the bill.
Rep. Monson seconded the motion.

Rep. Hawken: The first million goes to paying off the higher than average special education costs. I'm not sure that that piece should go away.

Chairman Skarphol: All the language in Section 16 could come out, couldn't it?

Rep. Hawken: Does that have the Special Ed.?

Chairman Skarphol: I don't think so.

Joe Morrissette: Everything in Section 16 is related to that contingency. So, if you want to remove that whole contingency, then everything in Section 16 could go.

A voice vote was taken. The motion carried.

Chairman Skarphol: Go to p 17 of Attachment # 8, I would like to draw attention to Adult Education. I say that because those folks aren't working with a lot of extra dollars to begin with. On page 23, the first sentence, the federal allocation has decreased in past two years from 5.597 to $918,000. So, they are down by $680,000 in federal dollars. Their total that they have available is about 3.4 with state and federal dollars. It is a fairly significant decrease. They do some pretty tremendous work. The Senate added $200,000, so they are partially back to where they were in the last biennium. The likelihood of the federal dollars going up is fairly remote.

Sandness: What is the amount to be reached?

Chairman Skarphol: We should make them whole, plus $200,000.

Joe Morrissette: That would be $678,741 to be added.

Rep. Martinson made a motion to add $678,741 to the Adult Education.
Rep. Monson seconded the motion.

A voice vote was taken. The motion carried.

Chairman Skarphol: Joe, could you comment on the Executive recommendation on #3, the data collection system? What was the reasoning for settling upon number here?

Joe Morrissette: Within that request of $885,878 there were three pieces. The first one was $384,000 to update the Stars system. There were two other pieces that related to linkages between DPI's data and the other agencies. Then, there were also the changes to the approval and accreditation system. The first piece of that was determined to be the highest priority and the most critical since Stars is the main data collection system for all the schools. It was the one piece that was funded. It wasn't at all how he came up with his number; it was picking out one piece of that and funding it.

Chairman Skarphol: It says here that they are anticipating major changes to the approval and accreditation program? Was part of it to not invest in what was asked for here, in anticipation of that change? Would they rather wait until the change takes place? I am looking at the summary of the request. There is $314,000 related to making changes.

Joe Morrissette: We didn't have that same explanation when we did the executive budget. If I understand now, I think that the $314,000 is really DPI's part of the $200,000 that was discussed before, and they are for the same project, but I am not sure. I think that this was DPI's piece, and the $200,000 was ESPB's piece to do one project. It wasn't clear when the Executive Budget recommendation was made.

Chairman Skarphol: Are you suggesting that you might have a different opinion now?

Joe Morrissette: It may have been looked at differently had we had that explanation at the time.

Rep. Monson: The Interim Education Committee that met in the last year and a half, made some major changes to approval and accreditation. Actually, some of those recommendations could save DPI some time. That is our goal. They have a lot of people sitting up there day after day with rulers going through these forms. It is a horrible process. We streamlined that, so that the approval is just a checklist. I don't know where that bill is; it should be in the Senate. I will follow up on that. That might save some time for some of the employees up there. It may cost them some money to develop some software to make their changes.

Chairman Skarphol: State Assessment is the next one. I am not familiar with that one either.

Joe Morrissette: At the time of the budget request was submitted there were a lot of unknowns. They felt that there would be a lot of increased costs based on their contracts with Correl; they develop the assessments. Their request was based on estimates as to what they felt those new costs would be under a new contract. The amount arrived at was really a calculation based on the current contract and a certain percentage applied to it for an inflation increase.

Chairman Skarphol: In the brief explanation that is here, this amount would be for the second half of the biennium, $2.3 million. For that we will want a more thorough discussion than we will have here.

The meeting was closed.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/25/11
16014

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Brought the committee together to discuss SB 2013, Discussing Governor's school, See Attachment # 1 p. 29, # 16 of the North Dakota Department of Instruction Testimony provided on March 21, 2011. We did about half for North Central Schools. Give them 50 out of the 80.
(Inaudible dialog)
Committee members, any thoughts. Governor School? We did 40 for north Central Council for School Television.

Rep. Dosch: It is hard to look at putting money back when the Senate took it out. Unless there is some other area within here that we are going to switch some dollars around.

Rep.Hawken: (Inaudible)

Chairman Skarphol: Did the Senate make any changes in these Pass-through grants?

Joe Morrissette, OMB Analyst: The Senate made no changes to Governor's School. They just kept the cost to the level it was in the Governor's budget.

Chairman Skarphol: In the Senate, you said ... tro the Governor's School. Did they make any changes in the Pass-Through Grants in the Senate? Where are they reflected on the green sheet?

Sheila Sandness, Legislative Council Representative: They are on the Statement of Purpose of the Amendment, and if the Senate made any changes it should be on that green sheet, See Attachment # 2, pp. 1-2, Footnote # 1.

Chairman Skarphol: Explaining the layout of p. 29, Attachment # 1, column 6 where they showing the numbers in parenthesis, that is how much less they got than what they asked for. Column 4 is what they asked for and column five is what they got and the difference would be column six. This is the Optional Request Document that was done during the budget process by the Governor. So the Senate changes, they just added some to some of them. This document reflects that the Senate increased Red River Writing Project by $5,000 and that is already (Inaudible dialog). Addressing Sandness to explain the changes.

Sandness: Delineating changes made by the Senate that went along with the Governor's recommendation on all of the Pass-Through Grants except for the Rural Outreach Project, they added $20,000 there to provide for $38,000. I am looking at the Statement of Purpose of the Amendment that is attached to your Green Sheet, See Attachment # 2. The Senate added $5,000 to the Red River Writing to provide a total of $75,000 and also added $10,000 to the North Dakota Young Entrepreneur Education Program to provide a total of $120,000. They increased the Adult Education Grants, $200,000 to provide a total of $2.5M. There were four that were affected.

(Inaudible dialog)

Chairman Skarphol: So the Senate changes are updated in this document, it has been updated this at cross over.

Rep. Hawken: Move to add 50,000 to the Governor's School for the biennium.

Rep. Martinson: Second

Rep. Dosch: Do we want to add more than the Senate (inaudible).

Chairman Skarphol: The Senate action on SB 2013 took the $7.5M that was in the governor's budget for Alternative Teacher's salary and moved it into Foundation Aid. I know there will be pressure on us to put the Alternative Teacher Salary package back in. If I were King for a Day that $7.5M would come out. The Governor's proposal would be good enough for me at the end of the session.

Rep. Williams: Number 8 on p. 17, what do you want to add? (Inaudible dialog)

Chairman Skarphol: We added $678,741 to bring them back to their current level of funding plus $200,000.

Sandness: The Senate had added $200,000 and you added the $678,741 so the total increase would be about $878,741above the Governor's recommendation.

Chairman Skarphol: Rep. Hawken's recommendation is to propose another $50,000 for the Governor's School on p. 29.

Rep. Williams: Would you be amenable to taking the money that we are putting into these other funds and subtracting it from that money and putting a little less into the general ...?

Chairman Skarphol: We could be at a break even because of the fact that there are other things in SB 2150 that are still being resolved that have dollars associated with it. Until we get that bill we are not going to take final action on it. We have to work through the two of them together.

Rep. Williams: I like these changes.

Rep. Monson: Keep in mind that $7.5M is contingency.

Chairman Skarphol: no, no, no, not the $7.5M. the $7M that we did yesterday is contingency. That will not be reflected on the bottom line. The $7.5 that was included in the Governor's budget for Alternative Teacher's salaries is $7.5M real dollars..

Rep. Williams: Clarifying, the Senate added $678,000 to the Adult Learning.

Chairman Skarphol: We did. We did that yesterday, it is done. The Senate has added the $200,000 more. We added the $678,000 federal dollars that was lost.

Sandness: The adult education grant, amount in testimony is for one year so they will be short about $670,000 on the federal side.

Chairman Skarphol: Short another $678,000? Ask them to give them a breakdown.

Sandness: The Governor's budget had about $2.1M of federal funds in it. And then they had the $1.8M of the general fund moneys but that was back when they did the budget. Currently they are running more like $918,000 per year which would get them to About $1.8M federal per biennium which is another $400,000 short of what the Governor has in their budget. They are actually going to be shorter than what we thought. These are annual numbers not biennual numbers.

Chairman Skarphol: Ask them what has been happening with federal dollars in the last four years and then we can.....and their projections are probably as good as ours, but we need to get some idea of what they are expecting.

Sandness: They said they had expected a decrease but they didn't anticipate the sharp decrease that went down faster than they thought it did.

Joe Morrissette: Agree with Sandness.

Rep. Monson: The feds budget annually and they don't have their budget for this year and the year after so this is a moving target.

Chairman Skarphol: It comes down to, how important do we think it is.

Rep. Monson: We don't worry about what the feds are doing and this becomes a permanent number.

Chairman Skarphol: There is a motion and a second to put $50,000 into the Governor's school.

Voice Vote Carried, 5-1-0, Rep. Dosch opposed.

Chairman Skarphol: Anything else?

Rep. Hawken: (Inaudible)

Chairman Skarphol: We did Adult Ed. We did not do anything with the technology stuff.

Rep. Williams: In light of what was heard, are you satisfied with the $878,741 in the Adult Center? Adult learning center is important. We are always picking up what the Federal government is dropping off. They will be short $878,000 if we were given an annual figure..

Chairman Skarphol: Referring to p. 23 of Attachment # 8, reading the first sentence. That will be decreased to $918,259.

Sandness: The $1.597M was an annual number and the next annual number was $918,259. That is an annual decrease not a biannual decrease.

Chairman Skarphol: I agree with Rep. Williams in that it is important and how do we make this work?

Rep. Williams: It may not be the consensus of the committee but I would like to see taken out of teacher pay instead of putting it all into foundation aid

Chairman Skarphol: As a committee, do you feel strongly enough that this is as important as per pupil payments?

Rep. Hawken: Inaudible

Chairman Skarphol: That did not get added.

Rep. Williams: Let's try to keep the budget somewhat flat. We know that we've got conference committee ahead and can take joint responsibility for whatever comes outa three. We can hold the line on this.

Chairman Skarphol: The dilemma is we have a policy committee making policy decisions that will cost the state money. We are gonna get that bill and we have to feel that we have the ability to say no to some of those policy decisions and keep the money. I need to know what the committee feels like, it is going to be a battle.

Rep. Hawken: The policy committee on the Senate made changes in the financing and the policy committee on the House will do it too. It is per pupil payments in a sense and if there isn't federal money for it and we think it is important enough, then there should be state financing.

Rep. Williams: I don't have a (inaudible)
We can't do

Rep. Monson: Can we get DPI to come down here because on page 23, See Attachment # 8, they deceived us. I would like to know who wrote this first sentence because it is deceptive when they say that it has decreased the past two years, but then it is an annual number.

Valerie Fischer, Director of Adult Education for the Department of Public Instruction (DPI): You have some questions about adult education.

Chairman Skarphol: Requesting information stated on p. 23 of Attachment # 8. The first sentence is a bit less than definitive given the information that has been given to us today. We would like more information on what the federal allocation has been on an annual basis.

Val Fischer: I can get that for you. That first sentence that Joe (Morrissette) pointed out, it is an annual appropriation from the federal government. Two years ago it was just slightly over $1.5M and two years ago it dropped down to the $918,000.

Chairman Skarphol: A little over $1.5M, so in the fiscal year 2010 it was $1.5 and this year it will be $918,000.

Fischer: That is true. We have been told that for this year we can expect level funding. I am told that we can expect all that we had received last year.

Chairman Skarphol: So you are expecting to get the $600,000 additional back.

Fischer: No, the $918,000.

Chairman Skarphol: In the next fiscal year you are hoping to retain that?

Fischer: Yes, and we are usually informed the first week of April.

Chairman Skarphol: the trend has been declining federal dollars.

Fischer: Yes sir.

Rep. Monson: In the future when you are writing something like this state the year, we thought it was the biennium. We are willing to give you some money but I am disappointed in the way that came across. We have had to address this a couple of times because we were confused and had to address it several times. Put down something like in 2010 we got X number of dollars, so we know for the future.

Fischer: You would like more categorical, more columns, more numbers less narrative.

Rep. Williams: We are trying to make this somewhat whole, making up the federal dollars lost. If we put in $900,000 hypothetically, we are only making up half the difference

Fischer: Yes.

Chairman Skarphol: Did you have an additional handout with more of a breakdown on how you anticipate using the dollars you are asking for, the $1.8M

Fischer: The narrative pretty much summarizes the four areas where we are seeking to use the additional funding.

Chairman Skarphol: Based on previous discussions on this issue and your request for $1.8M, that would result in making your services available on a wider bases and in a larger number of places. What would it take for you to provide the services where you are currently located? You are having to turn some people away and not provide services in your current locations. If you could provide full service at those places, what would it be? Though we are very supportive of what you do, we have a bottom line.

Fischer: I appreciate the support of the committee and your willingness to look at how we can best serve this population. If we were to fund to the point where we don't have a waiting list, I would have to do some computing.

Chairman Skarphol: Work on that.

Rep. Monson: A few years ago we had Dave Massey here and we were doing the same thing, he came back with a number that was in the millions. Realistically, you will not get that kind of funding. When you have people who need their GED, you have to hire new teachers. When people need their GED you will run out of space. To take care of your whole waiting list you may have to hire five new teachers and get a new building or whatever, be conservative.

Fischer: The example of Bismarck Adult Ed has relocated with BSC, we see a good collaboration. Campuses like having them in campus because it is a natural transition. This happened also in Williston when it moved from a dumpy little trailer to the campus. The population on the campus has increased by 18 kids. Wahpeton recently did the same thing relocating from the public library to the campus. At BSC we have twice as much space as before and two additional staff would be sufficient.

Chairman Skarphol: Staff can't be added with dollars available.

Rep. Williams: If we added $200,000 from the Senate version and you had to run your program on that, what would you do?

Fischer: I would dry my tears and regroup, the $200,000 would only compensate for some of the additional staff salary, benefits and cost of the infrastructure. A couple of sites have

wanted to give themselves a raise or stay open an additional three weeks in summer. I would divvy the money out to the sites and let them make that determination.

Rep. Williams: Is that why the Senate put the $200,000 in there for the existing faculty?

Fischer: Do not know.

Chairman Skarphol: Yesterday this committee put in another $678,000 to make you whole. You are telling us we made you halfway whole plus $200,000. If you are fortunate you will get $918,000 for each of the next two years. The length of time that your staff does provide services provides services, is it the typical school year that you run? They work three weeks longer, tell me what that means?

Fischer: They open about mid-august and close mid-April to Mid-May.

Chairman Skarphol: Do you do any on line stuff and allow a student to progress at his own speed?

Fischer: We have had conversations with higher ed system and how we might be able to use the same system. Prairie Public is also in conversation with us on how they can help. We are in the preliminary stages of looking at long distance education.

Chairman Skarphol: If a student wants to get their GED, sign up, start mid-August and would have to continue on a regular schedule through mid April as any other student.

Rep. Monson: Do you utilize the correspondence courses? Is this a separate curriculum where they come in an learn biology from a live teacher on a regular schedule?

Fischer: It depends on the situation, their academic level, they are there from 1-5 days a week. Some who are involved with Temporary Assistance to Needy Families (TANF), have to put in required hours, there are requirements. One on one if they have special needs.

Rep. Monson: With TANF, does money flow from that or any other sources to you or students? Do the students pay?

Fischer: The cost of the GED exam is paid by each of the students unless they are involved with TANF who will pay the cost of the GED test. Sometimes Workforce Safety will pay the cost of the GED exam for their clients and Vocational Rehabilitation will also pay the cost of the GED exam. If a request for an assessment is made by an agency, they will pay a flat fee of $75.000. Those are the only indirect payments to the local sites.

Rep. Monson: Most of the Money that comes from these other agencies is for testing itself, not for cost of instruction to get them up to speed to pass the test.

Rep. Hawken: That is money that's in and out. How much effect has the influx of refugees had with you all?

Fischer: In the last two years we had 668 new Americans come in, it has doubled since 2007. 661 adults over the age of 18 who have relocated through Lutheran Social Services. They come for English learning services (ESL). It gets them into the citizenship phase. They have been in the Minot, Bismarck and Grand Forks area. They are resettling into some of the smaller communities. Jamestown had about 52 individuals who struggled because they didn't have any ESL services so we had to facilitate that. Williston has had refugees come into the community.

Rep. Hawken: I am so happy to see that piece moving across the rest of the state.

Fischer: When they came straight from their country of origin to the transitional centers both on the east and west coast before they would be placed, now they are coming straight from their country of origin and their skill level is not as high.

Rep. Monson: How do you get them to the end, and what is the end product? Is it the GED, diploma through the high school or through the Division of Independent Study?

Fischer: Because of the waiting list, they are looking for a diploma we encourage them to go through the alternative high school.back to their original high school or work through the Division of Independent Study. Our focus is on those who don't have or want to get a GED. Delineating students who use any of the services mentioned. Under the age of 21 they can go back to their high school or the alternative high school. The struggle comes in when they may be 18-19 years old and have three or four credits and realize that they are not going to get a diploma by the time that they are 21 and so the Alternative High School will try to shift them to the GED program

Chairman Skarphol: What is the typical class size?

Fisher: With English, writing they tend to be a little bit larger. Social studies is usually a larger number. When you get into the sciences and some ESL classes it is necessary to have a number at 10 or less depending on needs and the class.

Chairman Skarphol: You had 250 students during '09-'10, 150 on the waiting list. What are the Staffing increases related to that? Can class sizes be increased? Give us a per student basis what you have spent. I read somewhere $720.00, is that correct?

Fischer: During the testimony last week, we talked about what the income was, the enrollment numbers and last year it cost us $720. Rep. Kelsch had asked us what the real cost is.

Chairman Skarphol: What did you send to her?

Fischer: The $720 is what we get by way of funding. What she was looking for is the actual cost when you take into account in-kind contributions as is given by Bismarck State. In kind the district gave $224,000. The number of students that they served, the number of days they were there, the true cost was $1417 per student. We pay at a cost of $720.

Chairman Skarphol: I asked a question of one of your staff about the potential to raise money if we were to give you dollars with the intention of raising money to get a match. Could we get you to try to get moneys with that arrangement?

Fischer: We looked at our partners and within the Workforce Development Council. Can we charge a flat fee for the people that they have come to Forkforce Safety, Temporary Assistance to Needy Families (TANF), even department of corrects have been considered. We have been asked to serve at the city and county jails because they have people who are there a year in length. They would come out transitioning to employment opportunities. Partners have said if they would pay they would have to seek appropriations to do so. Is it a matter of whose pocket it comes out of.

Chairman Skarphol: I am thinking of the private sector, companies, and communities who think it has value enough to participate. If a community thought it was important enough to try and educate those people who would find value in it would they be willing to provide a dollar for dollar match.

Fischer: We did not take it to that level and it would be worth exploring.

Chairman Skarphol: Is there a racial group that you serve more than others?

Fischer: New Americans and Native Americans.

Rep. Hawken: Workforce piece, are there two and if so what is the difference between the two?

Fischer: I am a member of the Governor's Workforce Development Council and under that there are several planning and sub groups. One that deals specifically with data, one with the Workforce summit. I am only aware of the one large council.

Chairman Skarphol: When SB 2150 comes in we will go through it from front to back and see if it is affordable policy. We will have to tie that together with this.

Rep. Monson: Adult Ed is not a part of SB 2150, is it? This is totally our baby.

Chairman Skarphol: This is our baby. I would like to make provisions in here if the committee is amenable to it to have a contingent appropriation that would require a match to see if there is community interest.

Rep. Williams: It may work in Wahpeton, in smaller communities not so likely.

Chairman Skarphol: When I went to school they didn't even have electricity. *Laughter* In the western part of the state that want a more educated workforce that are willing to put up a lot of money. It is worth considering.
Anything else, hearing none the meeting is adjourned.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/28/11
16042

☐ Conference Committee

Committee Clerk Signature Shirley Banning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Called the meeting to order on SB 2013 and stating that everyone is present. We will not pass out any bills any of the three remaining bills today until we are ready and we know what the anticipated cost will be. SB 2057 and SB 2020 are still being discussed.

Rep. Williams: Is that the bill that Denny Boyd is concerned with? He said it is a mess, referring to SB 2057.

Chairman Skarphol: We will have discussions about the North Dakota State School for the Deaf (NDSD).

Rep. Monson: Pictures of the NDSDS were shown on his computer and he described his visit to the campus. Dwight Keck, Maintenance/supervisor and Superintendent Carmon Suminski provided a tour of the facility for Senator Oehilke (District 15) and myself. Dialog continued and no decisions were forthcoming.

Recess

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/29/11
16156

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Brought the Committee to order to hear SB 2013 as related to the North Dakota School for the Deaf (NDSD) and confirming that all committee members are present.

David Zimmerman, Physical Education and Health Teacher NDSD: Provided testimony, see Attachment # 1, in support of funding for the budget requests for NDSD. A sign language and an interpreter were present and provided service during discussion.

Chairman Skarphol: Give us your perspective of what NDSD would look like five to ten years down the road. Do you see the same environment or do you see it migrating more to a situation similar to a school for the blind in a residential setting with a shorter term and more intensity?

Zimmerman: If the opportunity arises for deaf students to go to their home school with support services the public school can provide our needs. Right now it is very hard to say because there is a shortage of interpreters, deaf education teachers, and it is very hard right now at NDSD. It is a hard to meet their interventions to prepare them to go to their home schools to provide the services because they are so settled in right now. As with our high school students that the Devils Lake public school is trying now, it would be harder to do. I am working with them right now and it is very difficult trying to transition for students. If I think of three to five years down the road, if we had the opportunity to start over, had

more time to plan on board, I think it would be more successful. Everybody is different and that is why we can't say never. If you could see the picture that is why NDSD is dependent upon the future.

Chairman Skarphol: From your perspective today, have the students that are going to the high school received the type of education and the value from that education that you think they should have?

Zimmerman: I cannot speak for the students but from my experience working with them this year most of our students have not had an opportunity to attend mainstream classes. They do not know how to use an interpreter in the classroom. They have a very difficult time communicating with students, teachers. We have interpreters in the classroom that helps us out. But if they can think, read, and comprehend the work it is the most difficult aspect of our students right now. They do not have the capability that normal kids have and everybody is different. I was very fortunate to have an education plan in place and teachers for the deaf and speech therapy that (not) everybody with the same skills that I have when a student. I was very lucky, deaf students are all different. Right now, I cannot speak for the deaf students and I think if you ask them that question they would find it very difficult to explain what is happening.

Rep. Williams: What was the biggest struggle that you had to get through and how old were you when you learned to speak as fluently as you do now?

Zimmerman: My biggest obstacle was that I had to be very determined to get where I am at; I had to meet people half way and go the extra mile. The people around me went the extra mile for me to make sure I had (what was needed). Basically, I had high level of expectations for myself because of what I saw growing up what people were capable of doing. I would have to say, probably, the education aspect was a very difficult obstacle for me to overcome because if I did not have the teachers for the deaf I don't know where I would be because the teacher for the deaf helped guide me through the education process. When I got two degrees at the University of North Dakota they had a very good support services they had tutors. Without that kind of help, I don't know where I would be at. If you look at the opportunities our students are getting now, the tables are turned because I have known over the years it is not just being deaf, they are other disabilities involved. It is a very difficult concept to talk about because I fear for the kids because they struggle. Sometimes I don't know how to explain how I got there but I had a lot of family support, a lot of reinforcement that got me where I am at. I had to face obstacles and had to make my self a better person.

Rep. Martinson: Good afternoon, David. I have two questions, Thanks for coming. Who won the Super Bowl? Was it the Packers or the Vikings?

Zimmerman: I would have to say the Packers. *Laughter.*

Rep. Martinson: He is a huge, huge Packer fan. We are most concerned in this committee about the students and we are confident that they are getting an adequate education or a good education at Devils Lake at the school. But we really wonder about the education that they are receiving at Devils Lake high school. This puts you on the spot

to respond to a question about that. We kinda get the impression that Devils Lake high school would like to take over the education of all of the students. In your personal opinion do you feel that the education provided by Devils Lake high school is as good as it has been if they would have received at NDSD?

Zimmerman: I will answer this tough question to the best of my ability. First of all, I believe we can make it work but at the moment I would have to say no because of what the public schools has to do.... I am not a public school teacher. Every teacher at NDSD has two degrees, a regular teacher degree, a deaf educator degree, a major or a minor. That is what the public schools do not have, the degree in deaf education. They may understand it but they don't grasp the concepts. In terms of proficiency I can't really speak for the Devils Lake public schools, but I can speak from my experience. Long term planning will go a long ways if that were to happen down the road. Right now, it is not an appropriate time for that to happen, but if it does happen in the next five to ten years down the road, I think the public schools would be more and better prepared with that situation.

Rep. Monson: In this time, where we have to have highly qualified teachers who have the right degrees to meet the No Child Left Behind requirements, is it more difficult to find teachers who can sign and do teaching for the deaf students that have the right degrees in the field, especially science or advanced math? Or is it an advantage for those students to go over to the public high school?

Zimmerman: It comes down to what kind of services can be provided at the public schools. The difficulty is finding interpreters, teachers of the deaf. Currently, I fear that the staff that we have at the Devils Lake area in part can make it work. I cannot speak for the other schools because I do not know the number of deaf students in the hearing impaired program. I know the numbers have declined, in each program they are becoming more of a viable option for public schools looking for their staff or support services. Right now if I were to think ahead of time, I would take a guess; if people can they can make it work. I cannot speak these people because; like I have said before our deaf students are different. They have degrees of abilities. Some can read at seventh and eighth grade, some at eleventh grade.
Planning ahead is a way to make it work. All deaf students are different.

Rep. Hawken: How many interpreters are there at the NDSD as compared to the public school in Devils Lake?

Zimmerman: We about four or five different Interpreters and they are used in different classrooms based on the schedule. Right now we are trying to group our kids together so it is easier for our interpretive services because we have the services at the public school, the grade school and the college, so they move around because of the schedule.

Chairman Skarphol: I asked Rep. Maragos to provide you with some information that Jerry Balzer had provided to the committee as to what he would do if he were a king for a day. Would you comment on his suggestions and as to what you would do if you were a king for a day?

Zimmerman: Oh boy, I never thought that question would be brought up. *Laughter* If I was to be the King for the Day I would do everything in my power to make the greatest experience for all of the kids, but that isn't always possible. When I went to the Deaf School we had over 100 kids we are now down to 24. Times have changed, I would do everything I can to get the number bigger if it is possible, but I know families pay a bit more to keep their children at home if possible. Parents want to keep their children at home so sending them there is a sacrifice. My mom and dad made the sacrifice for me for two years at the NDSD before they got the hearing impaired program set up in Minot public schools, so I was very fortunate with that. But if I think too much about it, I don't know how I can answer that because people here are different. We get kids every year and they are even younger which is very healthy for them. But you never know what is going to happen. I know times are changing. Nowadays, technology has a lot to do with it but again I fear that having the services required for deaf education and in order for deaf students to succeed at the public schools they really need these services. Schools have to provide the services, teachers, interpreters, in the public schools is not possible. It is not an easy concept because cost is involved. It would be nice to get all the families to move to Devils Lake but that is not possible, we all know that. I can't speak for all families but I know it is a very painful experience for them. It is not easy to say goodbye to them on Sunday and be happy to see them on Friday. It is not an easy concept.

Chairman Skarphol: We have made efforts to find more students in a type of cooperative venture from other states, Wyoming, South Dakota, Montana and within the past few days we've made contact with Minnesota. We are trying to accomplish that effort that you have asked but have to find a way to know how to manage this facility. We have talked about the high school managing and we don't like that alternative. We've talked about Lake Region State College managing. There is some discomfort on their part with doing that. The current environment in having to administer both the school for the blind and NDSD may not be the optimum relationship.
Do you have thoughts on how you would envision leadership should be?

Zimmerman: To answer that question, I really believe we would have to find someone who has very strong background in deaf education, knows how to deal with it, knows how to make it work even in the hardest of times. Again we talk about the Devils Lake public schools. Like I said, I can't speak for them but it depends how people will react to that. Again, it depends on Individual Education Plans (IEP), what is in the best interest of the deaf students if services are available or not. That is what it comes down to.

Chairman Skarphol: What are the possibilities of someone who is an alumni of NDSD to lead the school?

Zimmerman: I would have to think very hard and very deep who would be the best leader for our school. It would have to come down to experience of working with students. I would have to think very hard of who would be a possibility but right now I can't think of anybody off the top of my head.

Rep. Monson: Possibly our biggest dilemma is the size of the campus and all the buildings and the upkeep that is needed. Do we tear down some of the buildings, do we remodel them and if we do, who do we remodel them for? Do we remodel for the students

at NDSD which seems to be a smaller number all the time, or try to let the high school or the college use them. We have too many buildings that are good buildings but really not needed for NDSD at this time and they are state property and we have to decide what to do with them. Do you have ideas about some of that?

Zimmerman: There was a period of time when they were trying to remodel the Trades building or build a new one, it was built in 1929 I believe. It would be worth it but I have always thought collaboration with the Devils Lake public schools or Lake Region State College for their interpreter program. I thought it would be very beneficial to have them closer to our campus because they could have that experience working with deaf kids. Right now, personally, I think that the deaf school should be for the best interests of deaf education. I can't speak for our administration but what to do with all these buildings, maybe to go to OMB would be the most logical to oversee that stuff so that we can take care of the deaf students' needs. I don't know if now is the best time for that because it takes a team to make that work, in my opinion.
NDSD is to focus on the best education for deaf students. I do not know what the best answer is.

Chairman Skarphol: A dilemma as a deaf student is to learn the language and learn the communication skills at a level of education that is equivalent to someone who is not deaf or to mainstream students. How can we change that? What can we do to make the education process perform better for the students at NDSD?

Zimmerman: I do not know how to answer that. But at the same time, I have always felt that deaf teachers who are specially trained in sign language, have gone to school for deaf education would go a long way in helping make an educational experience for the students. But again, students that at fourth and fifth grade really never had the ability, do not expect them to do as well at the high school level. We have the high school students at the school for the deaf. We do all of the modification work for them to bring them to a vocabulary level so they can understand it. At the public schools, I will give you an example of one of the classrooms that I am working in. They can't understand the language, the reading, the vocabulary. That is why we have a teacher of the deaf in that classroom in order to help our students achieve. I have always believed that if we could find the best teachers for the deaf I would believe that having a special language program to meet the needs goes a long ways to make it possible.

Chairman Skarphol: Is it expected that a student will graduate at age 18?

Zimmerman: In the past we we kept students until the age of 21 because the IEP team says they are not ready for the real world or they need more education or more work experience. Everybody is different.

Chairman Skarphol: On the average at what age would they move out of the school and to the college level or the work force.

Zimmerman: In my 21 years of teaching we have had students who stayed to the age of 19 to 21. By the time they come through the public school to NDSD they are delayed.

Rep. Hawken: Do the students at Lake Region, who are being trained in sign language, do any work at NDSD?

Zimmerman: They do everything they can there to provide services, for example they have a sign language club and they invite deaf people, alumni and students so that they can learn more about the deaf person. Every fall they do a haunted house and deaf students enjoy doing that. The college and NDSD work very closely together to make it a positive experience for the interpreters at the college so they can understand what it takes to become an interpreter for deaf students.

Rep. Hawken: Do they do any student teaching?

Zimmerman: I do not believe they do that because it is a two year training program from my understanding and after they finish the two year program they go to another two year program, as I have heard they go to Minnesota to get another two year, they can do internships there.

Chairman Skarphol: I believe you have something you would like to recommend to us. Feel free to tell us what you think. I am very serious about that.

Zimmerman: If I could go back, the students who are there now, I feel very strongly that they need the school because these kids that are in the public school would like to succeed and they would do much better at NDSD. Parents of deaf students have said "wow, the deaf school makes a big difference. We should keep everyone at the deaf school that is possible, I don't know if that is possible now. If we could keep it open from K-8 and give them all the services maybe we could get them ready for the high school level. I can't speak for these students because everyone is different. Right now, for the next four or five years, I feel that these students need us at the deaf school. They need it for the time being. They improve in their academics but I do not know how far they could go. . Wait a few more years and make plans for the transition. If we had that opportunity I think it would turn out smoother. Why now, I just fear that the need is even greater now. Do some more homework and see what should be done. It is gonna take some time, I know it would be expensive but at the same time we need to have a good plan in order to make things work.

Chairman Skarphol: I don't believe there is a plan to close the school. We need to do just what you have said and that is to give you more time. How to best accomplish that now...you say you can't speak for the students. I gotta believe that the young man who goes to high school kind of appreciates some of the scenery they see, in other words, the young ladies. I gotta believe some of the young ladies appreciate the scenery they see, I don't know the distribution. There has got to be an advantage to going to a more public environment. Exposure to a larger environment has benefits. We need a breakdown, how much of the time should be spent there and how much back at NDSD in order to get that balance that needs to happen to get them the best education that they can get.

Zimmerman: II am gonna go back based on my experience when I went to the public school. I went to the regular education classroom; I am going to back up. In elementary I was in a self contained classroom, full time in a classroom with a teacher for the deaf. We studied language: reading, writing and communication. I got better and started to go to the

regular classroom a couple of hours every day. When I got to fifth grade it was like half a day, when I got to seventh grade all the way through high school I spend my time in the regular education classroom all by myself. I did not have a teacher for the deaf, I did not have an interpreter. I was the only deaf student in the classroom except for two hours I would have a teacher for the deaf. We would do my homework, prepare myself for tests, work on my speech. I want an answer to the question, why now? I think a half a day would be appropriate because I think four hours in the regular setting and the rest of the day with a teacher for the deaf to spend more time trying to grasp what is going on. That is what I believe in in terms of elementary and middle school. In high school it would be different from student to student based on their abilities.

Chairman Skarphol: Wishing to speak to Dr. Gronberg. NDSD should have been given a better opportunity to correct whatever deficiencies they had to meet that level. What would it take for the NDSD to get fully accredited and what would it cost?

Gronberg: Finding qualified teaching staff is the most difficult. It has been that way the year before. We have not had a mathematics teacher at NDSD for five years. We haven't had someone to teach science at the high school level, we have had someone who has taught middle school science but have had no one with a major in science. The problem is since No Child Left Behind went to highly qualified teachers we have not been able to find teaching staff that have the dual major in deaf education and a content major at the secondary level. In the elementary it is not so difficult, a regular education major and a deaf education major, there is an abundance of those.

Chairman Skarphol: Has it been a lack of commitment on our part?

Dr. Gronberg: No, it is our inability to find qualified staff.

Chairman Skarphol: Qualified staff requires and established salary level that you are going to be willing to offer. Has it been our lack of commitment to provide the money to find that instructor regardless of cost, you might say.

Dr. Gronberg: We have had the FTE, the salary schedule which is the same as it is at the school for the blind. There is a group of people that gets together to negotiate the salary schedule for the state facilities.

Rep. Williams: If that is what it takes, we shouldn't allow it to be a question of money. Does someone who has the credentials we are looking for exist?

Dr. Gronberg: The record of being able to find them, even by other states has been similar to our experience. That is why South Dakota and Nebraska have gone through the experience they did. Students from Nebraska have been tuitioned to Iowa. South Dakota does the same as we do where they transition their students into the public school where they get their content covered by regular education teachers and they try to provide the support services or whatever is necessary. The state of Minnesota, their students enrollment is fewer than 100 in their school for the deaf with a population of 5.8M in the state. This disability is a low incidence disability; there isn't that much teaching opportunity

so the numbers of people going into that are not what they once were when the population at the schools for the deaf was much larger.

Chairman Skarphol: There is no alternative, no way to provide someone to translate for that teacher, to make that work?

Dr. Gronberg: We have an interpreter program at Lake Region Junior College. That is moving from a two year into a four program in order to have people national registration. Our ability to keep, and attract....they go where the dollars are.

Chairman Skarphol: It comes down to money.

Rep. Monson: Can we grow our own. Can the students that graduate from NDSD go on to become teachers like David. Are there ways that we could encourage alumni to go on to become science teachers by providing scholarships? To grow our own.

Dr. Gronberg: We have traineeships available in special education, maybe the dollars aren't enough. If we had an unlimited kind of budget or if the situation were such that you could attract someone into the field with a certain kind of salary incentive, it is not impossible to do that.

Rep. Monson: Going back to accreditation, as a former administrator, if a school couldn't find a teacher that was highly qualified we could find other options such as ITV or correspondence? Small schools around North Dakota can't find science teachers either and they have to do it.

Dr. Gronberg: The difficulty that communications poses, the student has to have the knowledge to comprehend content. It takes more than just an interpreter in order to relay content. That is the difficulty with education of the deaf.

Chairman Skarphol: How much effort have we made to improve the technology in the education for the deaf?

Dr. Gronberg: The use of technology in deaf education – we have video phones, telephones. We've expanded that capability. There are two IVAN sites at NDSD where we teach sign language classes to outlying schools. The education with a small group of deaf children is not easily done. We have explored the possibility with the state of Minnesota. Can we take advantage of some classes they could offer our students? Scheduling was always a hurdle.

Chairman Skarphol: The normal college student uses the internet, how can this be different? If you put together an instructional segment, it would have value for that student to go back and repeat it as often as necessary to more adequately understand the situation. Are we making the efforts?

Dr. Gronberg: The students at a NDSD have to come back after class and have tutoring. They have to have help by way of a tutor. Those things are there for the student.

Zimmerman: As a teacher for the deaf, I am deaf myself. We have five students who are deaf in the class and we have another for the deaf. She takes notes for the kids and makes sure the kids are paying attention. We modify the work for the students. Sometimes, not every day, our students have tutoring services. They have homework in the dorm and one of the teachers comes back at night to help them, they need help.

Chairman Skarphol: In a perfect world are there things that we could do? Are there technologies, are there things that we could do that would make this facility work more effectively?

Zimmerman: To answer that question, we use technology as often as we can. For example, Dr. Gronberg said we can't find a math and science teacher. That is true. We have a hard time recruiting people to come to Devils Lake, North Dakota. Whether it is the money or the location, who knows, but in the past when we cannot find a math and science teacher we send our students to the public school. But in the high school program the teacher will work with the students, this year. In the past we have sent our deaf students over to the public school with an interpreter so they can meet the requirements for a high school diploma because we cannot offer it at the deaf school. A lot of our tutors come with the students and they achieve because the tutors are very good, they are responsible. The struggle is the modification work. That was before the high school program was taken over by the Devils lake Public School. When I compare myself to them, I can see the difference. Responsible students will achieve with accommodations.

Chairman Skarphol: We appreciate your being here. If you go home and you think of any thing you would like to share with us let the good Rep. Maragos know and he will share it with us. Ask your colleagues if there is someone, an alumni who could be enticed to take a more active role in this school. Any one else wishing to address this issue?

Rose Stoller, Director of the Consensus Council, a Private non Profit in Bismarck: In 2009, the council responded to a request for a proposal from DPI to help them with the transition team project specific to NDSD and specifically to the 2009 HB 1013. We spent the months of 2009 through June or July of 2010 working with a transition team of 13 folks ranging from employees at NDSD, parents, two senators and others. At the meetings we attempted to tackle some of the issues that are discussed here, as well as the six elements that were included in HB 1013. Notices were made and public input was invited. At the end of this transition team process we developed a complete report as well as an executive summary which contained the six elements that were asked for. It was submitted to the Department of public Instruction (DPI).

Chairman Skarphol: Do you have a copy of this for us?

Stoller: DPI does.

Chairman Skarphol: We are going to continue this, Lake Region has been asked to participate or take a leadership role. They initially had some interest then some second thoughts. This is the toughest one we have to deal with in this half of the session.

Rep. Williams: It is eye opening to feel guilty to beso fortunate.

Chairman Skarphol: We don't know how to deal with it.
Rose, give us a synopsis of the recommendations of the concensus council.

Stoller: Asking colleague, Paul Griffin,of the transition team, to speak. Addressing Attachment # 2, Future Services Plan Transition Team Recommendations.

Joe Morrissette, OMB Analyst: It is also available on the NDSD web site.

Paul Griffin, Executive Director of the Consensus Council: The issue of the agreement with the Devils Lake Public Schools was a stop gap measure as a way to address the current situation relative to students who are at NDSD who are looking at potentially graduating without an accredited high school diploma. Referring to Appendix B, the Transition plan, the specifics of requests in HB 1013 are delineated. The pillar recommendation of the transition team group was to move the school forward with the idea that the school would become a Center of Excellence (COE); providing a school for grade 1-12 students. The six specific areas of HB 1013, a look at the overall campus, review the needs within North Dakota, partnerships and agreement with other similar institutions.
The team found that it is complex; the eight meetings had presentations by various professionals and experts. The catalog for each of the meetings is very extensive.
Relative to the tasks was a disconnectedness, a lack of connection between the question of what does it (NDSD) evolve to? On how to use it, the group did not make recommendations relative to tearing down buildings. They felt another study would not be appropriate but it is time to do something, it had been studied to death and something needs to be done.
There are services available throughout the state that could be utilized and plugged in.

Chairman Skarphol: Not many specifics in here. We have studied it long enough and we need to do something. We need to have some type of recommendations.

Griffin: What they are offering is the model, the recommendation for the Center of Excellence p. ?. Maybe the page numbers are different.

Stoller: In the Consensus report (inaudible, did not approach the podium)

Chairman Skarphol: Does it have dollar amounts?

Stoller: (inaudible, did not approach the podium)

Griffin: The team did not have the information to ask those types of questions.

Chairman Skarphol: We knew it was complex, we knew that going in. We had expectations that we were going to get something back that was concrete.

Griffin: I could apologize for that but that was not my understanding as I worked through that with the team. As a result of the disjointedness of the tasks that were there the group did not have the information it could use to ahead and make those recommendations.

Chairman Skarphol: It might have been useful to ask.

Rep. Martinson: We decided last session that it is very complex. We wanted specifics. We wanted to have you say NDSD does not need building X, Y, and Z are not useful. We would have liked you to say that they are not getting an adequate education, or they are getting a good education. Close the school or keep it open. Everyone wants to make it a COE.
We wanted specific answers.

Stoller: I don't recall that those were the specific things that were asked for. We did make an attempt to work with the engineering firms that were dealing with the grounds issues. Once this was finished there would be an advisory committee that would do some of the exact things that you mentioned now.

Rep. Williams: We are reactors and want to do something good for these kids. It bothers me that we are going to put some money in for this and that and wait another two yeas to do something beneficial. Keep putting gas in the old car.

Griffin: The team thought it was coming up with the initiation of a process that would put boots on the ground. The vehicle is there and it needs to be put to work. The intention was not to turn management of the school over to any school district.

Chairman Skarphol: Give us information that is brief, succinct, and to the point. It is disappointing that we did not receive something more concrete. Voluminous reports are not digested.

Griffin: The advisory committee told us to be brief and the fact that it is not relates to the complexity. It was understood that a model for the future should be provided.
We ask that you look at the possibility of a COE model.

Chairman Skarphol: I read about COEs and am disappointed that we did not require them to meet our expectations. We wonder what some of those centers are. If this school is to become a COE they will have to earn that designation.

Griffin: These are dedicated people on the committee. I am heartened to hear this committee tell us what you need. Your concerns about COE those were part of the discussions also. There were concerns about calling it that without the proper terminology.

Rep. Martinson: You keep calling it a transition committee; you will go from what we have to a COE?

Griffin: The COE itself is that picture down the road and connected to it are the services, the community, school systems, technology innovations, work done relative to American Sign Language. Transitions are connections to a continuum of services from infancy to senior citizenship. It is the full gamut.

Rep. Monson: Having heard the discussion are there possibilities where we could help the students who are mainstreamed through technology. Could we improve their education in whatever school they are going to?

Zimmerman: As technology has improved over the years, I have always thought that there would be a way to go about it in our high school and middle school, I don't know about the elementary because I don't know about their abilities. If you put them in their own home school district it would be very difficult to find their teachers, interpreters, very difficult. Again, like everybody knows, it is all about money and it is hard to find people to hire because ....I will back up a little bit, Minot State University no longer has a deaf education program so where are you going to find the program that trains teachers to become teachers for the deaf if that don't have that grogram anymore? That will hurt us that is why we have trouble finding teachers in state and out of state. Many go to Canada because they get more money up there. If the middle school and the high school had the opportunity with IVAN, I think that would be a way to go for them.

Chairman Skarphol: So after the transition team had their discussions, obviously based on the list here, there were a couple of people from the school that were participants. Can you tell us what the effectiveness was of this whole report of the Consensus Council and the value of that report?

Zimmerman: I was at a meeting so I could understand what was going on, trying to find out what the main purpose of the mission of the group was for. I was confused at times about what they were going to be doing. At the end, at the last meeting, I went to two meetings. But I got an email about what happened at the last meeting. I was very disappointed at the end because it did not answer the questions or know what they were looking for.

Dr. Gronberg: Referring to the spread sheet distributed *Comparison of Executive/Senate Current costs for Service Options for Students Currently at NDSD.* See Attachment # 3, pp. 1-3, it takes the budget and breaks it down by services and delineating each of the delivery options.

Chairman Skarphol: Before you move on, who can we contract with?

Dr. Gronberg: Well, the two that I have listed and I apologize that the two are turned around. So there are two different costs estimates and referring to p. 2 of Attachment # 3.

Chairman Skarphol: In each option going down like # 1, is it cumulative?

Dr. Gronberg: Yes, you can see the document in the end at the middle of p. 3, finishes up and the $5.9M is for salaries and benefits, $1.6M for operating and a total of $7.56M.

Chairman Skarphol: So in Option 2?

Dr. Gronberg: Given different service options, that is what you would see.

Chairman Skarphol: When you have the $4.338M in Option 2 and you have the $1.355M should that be the total of those two numbers or do we come up with a total figure?

Dr. Gronberg: Yes, because that is salaries and benefits on the top line, operating on the second line. This is to show that given the different service options and the FTE that is there, how would that change in terms of Option three as an example, which is the big unknown because we don't know what Devils Lake is going to charge.

Chairman Skarphol: But to work on this document you would have to make a single assumption and that is the educational level of every student, no matter whatever we choose. Convenience to the family is a none issue.

Dr. Gronberg: You either continue to run the residential program or you don't run the residential program. The student either lives at home as an example and that would be number 4, every student would live in their home so then there are no residential costs to the state unless you would need to transition that student to a residential program.

Chairman Skarphol: One, two and three added together come up with a total on the middle of page 3.

Dr. Gronberg: Services are in the left hand column, delivery options .....It is facilities for each different option so if you wanted to remodel a facility to be used to lease by somebody, that would be revenue income so that is why it was put out separately.

Chairman Skarphol: Anyone else wishing to speak? Mr. Balzer, always enjoy hearing from you.

Jerry Balzer, Parent: (Inaudible, microphone malfunction) I have been involved since 1941. You have asked David some tough questions. My testimony made on 3/16 is the same today. I am not sure it will be fixed in the next 5 years. The first study was in 1979 and for 30 some years, how can we expect you.....

Chairman Skarphol: What are the chances that Robert is for hire?

Balzer: I think if someone should offer him a position, he would be here in a heartbeat.

Chairman Skarphol: We need visionary leadership. How do we find it and get them here? Thank you for coming and share any further ideas with us and encourage your colleagues to do the same

Recess for the day.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
3/31/11
16217, 16232

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Discussion moved from SB 2057 to SB 2013 and SB 2150.
25:00 of 16217
The amendments to SB 2150 is 42 pages.

Rep. Hawken: there are a number of sections that are not a monetary issue so it is not as though we have to deal with every single one.

Chairman Skarphol: There are a dozen things.

Rep. Hawken: I would suggest that the sheet we got last week, we could look over before...

Chairman Skarphol: The bill has changed so substantially that what has been is.....

Rep. Hawken: I know that they put back in the performance pay.

Chairman Skarphol: That is back in, the Alternative Middle School, there's several millions of dollars that are in play.

Rep. Hawken: There are a lot of people who think we need to look at it but they are not ready to put it into practice.

Chairman Skarphol: There is a lot of truth to that.

Rep. Hawken: I will use my school district, when they said we will try this. When they actually looked at it, they said yes, we need to go there but we need to work on it more before we can implement it. Other schools are saying the same. At some point that is the road but we are not ready yet.

Rep. Martinson: Amendments have not been sent down for SB 2150.

Chairman Skarphol: The documents will be sent down.

Recess waiting for amendments to be printed.

Job # 16232

Rep. Monson: discussion with no microphone **2:30 to 8:50**

Joe Morrissette, OMB Analyst: After the bills were drafted and submitted, after the Senate was ready to pass out 2013, this section had been included in the previous two sessions. In 2007 and 2009 this language that governs how the continuing education grants that are appropriated DPI would be paid out. That language was just inadvertently missed. It should have been in 2013, we would have put it in there as we drafted the bill. I missed it. This language is almost identical to 2009 bill. The difference is that in 2009 it said that those teachers had to be attending a public institution of higher education. The time before it just said institution of higher education, so that is the way it is drafted here. Just to leave it open.

Inaudible, Microphones not turned on.

Morrissette: I believe it was in HB 1400 last time.

Microphones not turned on.

Chairman Skarphol: What kind of participation did they have? Do you know?

Inaudible, Microphones not turned on.

Chairman Skarphol: What I am asking, was the $100,000 used up?

Morrissette: I don't know, we'd have to get that information from the department.

Chairman Skarphol: It says "The Superintendent shall distribute that amount as an additional per pupil payment on a prorated basis, $100,000." It isn't gonna.....

Morrissette: That is not like redirecting some money that is just undesignated in their budget. It was put into the budget specifically for this. The language governing how they spend it out exactly wasn't put into the bill.

Chairman Skarphol: So, the moneys in the bill but the unused portion of the $100,000 get distributed on a per pupil basis back out.....It'd be about a buck a student or with the weighted factor maybe not.

Sheila Sandness, Legislative Council Representative: That $100,000 is in their general grant not in the state aid line. That would go out on a per pupil basis.

Morrissette: That is how it was drafted last time and that is how it was appropriated last time.

Chairman Skarphol: What was the science behind the amount of increase that was put in for Foundation Aid? How was it developed?

Morrissette: All the specific recommendations of the commission were funded. The per student payment amount that was recommended by the commission was kinda based on the anticipated amount that would be available in the budget for that. It was based on a science or methodology that said we need this much to get to this point. It was more or less the increase in the dollars was based on the dollars that the commission felt would be potentially available in the budget.

Chairman Skarphol: What does it amount to as a percentage? $100.00, right?

Morrissette: $100.00 each year. I'd have to do the math.

Chairman Skarphol: About $34,000 or $35,000 before and it would be $36,000 or $37,000 this time.

Morrissette: I think it was $37,790 to $38,780 to $39,790 in the original bill.

Chairman Skarphol: **That is** a little less than 3%.

Morrissette: It is 2.6%

Chairman Skarphol: in Section 22 of the bill there is a per pupil aid payment of $39.5M on this sheet. See Attachment # 1 Any idea what that is in relation to?

Morrissette: I think that is the amount that would increase the first student payment. I don't know what the first student rates are in the bill now. The original amount was about $41M in the designated increase per student rates. That was changed in the Senate version. I haven't had a chance to review it.

Chairman Skarphol: Now, how is that different than the Senate/

Inaudible, Microphones not turned on.
Chairman Skarphol: That $7.5M is still in there. Did they take anything out? When they originally introduced it it was $7.5M.

Inaudible dialog

Morrissette: It sets an appropriation and is not being put in a special fund. If there was money left over it would be put into the general fund.

Chairman Skarphol: It doesn't make sense to distribute a few pennies to each school.

Morrissette: It would be, if they were only distributing that way. There is generally some money left over in school aid that could be combined with those in one payment.

Rep. Monson: Move to accept the amendment to SB 2013.

Rep. Hawken: Second.

Chairman Skarphol: There is a motion and a second to accept the amendment to SB 2013 and it would be a new section.

Morrissette: I drafted this so it would fit into the bill as it was introduced and that was before the Senate took action on it. It might not be Section 15 anymore.

Chairman Skarphol: Make it a new section relative to continuing education grants. It will get numbered accordingly.

Rep. Monson: This fits better in here, addressing Morrissette, than it would in CTE. They actually pursue .....It is just one of three.

Voice Vote Carries.

Chairman Skarphol: I ask Legislative Council to have an amendment drafted to take the School for the Deaf out of this budget and have a separate budget for it next time. It will be its own entity.

Morrissette: Would it be your intent that the same would be done for the School for the Blind?

Chairman Skarphol: That would be the next topic. One of the issues is how do we find leadership and the Lake Region State College may have some interest in being that leader as a second budget. Some changes would have to be made with regard to salary, compensation. An email sent to me said that we should take the School for the Deaf out and put it together with the School for the Blind and move them from Grand Forks to Devils Lake. The School for the Blind has not had the issues that the School for the Deaf has. We are trying to figure out some changes at the School for the Deaf unless there is something on the minds of the committee to do something with the School for the Blind, I don't think we will bother with it this time.

Rep. Monson: I had a discussion with Gary Gronberg regarding the School for the Deaf. That is our biggest dilemma, he was concerned from Parent Advocacy (P and A) and the law suit that they are filing that says we have to close it .....I suppose we have to discuss

that a little bit but I said I didn't think that we would be talking about closing the School for the Deaf and making regional sites, certainly not in the next two years.

Chairman Skarphol: P and A can keep pursuing us as long as they want. We will keep the School for the Deaf operating in a fashion we deem appropriate as we move to that next phase.

Rep. Monson: I agree with that in this point in time. There may be like David (Zimmerman) said, down the road in five or six years that technology is such or the numbers have shrunk to the point where there are only five or six kids and we are at the point where we have to do something. I would agree and as long as they are following the Individualized Education Plan (IEPs) and doing all of that, they can sue until the cows come home and as long as the IEP team says that this is the proper education...As I understand it, that is how it is going to be.

Chairman Skarphol: I am under the impression that if the student numbers are based on what they are today and if we were to close the school and do what P and A is advocating we would have more FTE involved and more costs involved. We would have a larger number of unnecessary employees involved in the local school districts.

Rep. Monson: That is very likely and the response from P and A is that doesn't make any difference. You have to do it if that is what the courts say.

Rep. Hawken: My one concern is that pendulum has swung so far. Relating a story of where the school district had to buy a little bus for a special needs student so he could have the experience of riding on a bus. They are winning now.

Inaudible Discussion

Chairman Skarphol: Are there any other issues in the School for the Deaf other than the administrative leadership of that place? As far as the budget that is there, that exists and the capital operating costs for maintenance or whatever, like $900,000 and some that was added in there to do some work on the facility? Does anyone have any issues with the necessity for that?

Rep. Monson: The education building used entirely from top to bottom and in relatively good shape used by Headstart needs $.5M to bring it up to code to keep using it for Headstart. It is in the Governor's budget for $520,000. My conversation with Gary Gronberg lead to, are we in the business of being a landlord. Well, ya we are at this point. Should we be, probably not especially when we own the building and we need to keep it up. The $.5M is almost a necessity to pursue. The ones that are not being used much let them go for a while. The apartment building is in the budget for $17,000 to tear that down. There is no study to tell us how much it would cost to bring it up to code. We can go with the Governor's budget and have it torn down and that is one less headache that we have or get the numbers to get it up to code.

Morrissette: On that, they did get $41,000 in the current biennium to do a facility study to look at their buildings and the conditions. One of the recommendations of that study was to

tear that down after looking at the condition of it that was the recommendation from the facility plan.

Rep. Hawken: Inaudible. Discussing Adult Ed.

Chairman Skarphol: Addressing Sandness or Morrissette, We talked about they went from $1.5M down to $900,000 in this biennium for adult ed in federal funding. She (Valerie Fischer) was suggesting that it was $918,000 she anticipated would stay the same.

Morrissette: I have no basis to make an opinion about that.

Sandness: When we left I put together a summary, in '09-'11 the federal funds were $3.1M, general fund was $1.85M for a total of $4.9M. The '11-'13 Senate version General fund is $2M. Anticipated federal funding is about $900,000 annually or about $1.8M.

Chairman Skarphol: Repeat that please.

Sandness: Coming over from the Senate, there were about $1M under what they are for '09-'11. So you put in another $678.000, they would still be underfunded if you are looking at making them whole with the '09-'11 biennium of about $381,000, if the federal funding remains at $918,000 per yuear.

Rep. Hawken: Inaudible

Rep. Monson: One of the things that Gary Gronberg and I talked about is the fact that Devils Lake does not have an adult education program in the whole region Why couldn't they do something at the School for the Deaf and the college can run that. If we did feel like there was a building there that we could remodel and turn into an alternative school. We don't need a lot of space and there may be some buildings that meet code and are underutilized.

Rep. Hawken: Is there a president now at Devils Lake? It was a thought to combine things for administration and .....The Adult Ed is a different animal

Chairman Skarphol: There would be costs associated with initiating a new program there Check with Valerie (Fischer) on that.

Sandness: I received the information on the Consensus Council costs; the contract for the School for the Deaf study was paid by DPI. It was written as an all exclusive contract that had a line item for immediate expenditures including all the participants' travel. Participants were reimbursed at state rates at a total of $134,454.59. The full amount was paid from federal special education or IDEA B funds.

Chairman Skarphol: It was fully federal funded?

Sandness: That is what it sounds like from the email.

Chairman Skarphol: We didn't fund the study, we told them we wanted something done. What did we do last time?

Sandness: It was in Section 5 of HB 1013 last session. It said that the monthly salary was not to exceed the monthly salary level from January '09 and also that they were able to transfer funds from salary and wages line to the operating and expenses line item up to $100,000 into the capital line item as requested by the superintendent of DPI provide funding for a future services plan and implementation for the School for the Deaf and for remodeling of the trades building for the biennium. So they were given $100,000 that they could transfer but they did not have to do that because the study was funded through DPI with those IDEA funds.

Chairman Skarphol: Rep. Johnson has been after me to have a conversation with Dr. Bauer about this idea.

Meeting Adjourned.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
4/4/11

16284

☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:
A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: Attachment #1, #2

Chairman Skarphol: Called the Appropriations Education and Environment Committee to order to discuss SB 2013. All members are present. At some time this morning we will discuss SB 2150 but we won't act on it because there are some procedural issues. The funding for adult education issue that we haven't fully resolved. Addressing Sheila Sandiness for the numbers, would you remind us of where we are at because we were at $1.5M then down to $918,000. The Senate added some money, we added some money. Does this handout give us the final amount?

Sheila Sandness, Legislative Council Representative: Distributing Attachment # 1.

Chairman Skarphol: Drawing attention to Attachment # 2. I asked the question about what it would take dollar wise to serve the people who are a waiting list if they would try to serve everyone on the waiting list. I am assuming that is what the bottom box is in the first biennium, $107,280? Am I correct in assuming that? That is if we resolve all the issues up above.

Sheila Sandness: The total funding for 2009-2011 is $4.9 million. The Senate version for 11-13 provides a little over $2 million in the general fund. Assuming you get about $1.8 million in federal funding; that was about the $900,000 per year. Based on the current biennium funding is about $1 million unfunded to get to the even last biennium. The

proposed amendment that was made by this committee was about $678,000 so that is what you have currently added now. To get to the $1 million you would need about $381,000 over and above what this committee has already discussed adding.

Rep. Monson: That is without the unserved population

Sandness: That would be to get them to the same funding level in 09-11 bienniums considering the drop in federal funds.

Rep. Monson: There is no indication of what we are going to have for federal funding after July 2012 for the rest of the 12-13 fiscal years. They are assuming zero?

Chairman Skarphol: There is no assurance of that either.

Sandness: That is right. The numbers I gave you is assuming that both years of the 11-13 biennium would be about $918,000.

Chairman Skarphol: What do you think we need to do about a contingency?

Rep. Monson: How big of a contingency do you want to put in? All the way. We could be looking at $1 million.

Rep. Dosch: Couldn't they come to the emergency commission and get it?

Chairman Skarphol: We would still have to set it aside because the emergency commission only has about $750,000 to work with. So we would have to have an appropriation from somewhere. They had a 40% decline from one year to the next roughly.

Rep. Hawkins: I don't think it would go to zero. It is an important program here. I can't believe it isn't an important program in other states as well.

Rep. Williams: Is there anyone here that feels we can expand the program?

Chairman Skarphol: Not from my perspective. Anyone else?

Rep. Williams: I personally don't think we can. Then how do we maintain?

Chairman Skarphol: Where do we find that $500,000 or $360,000 or whatever we are thinking about for a contingency?

Sandness: You are right if you want to make it a contingent it should have a section in the bill that would be added to say it was contingent so that the money is set aside. The budget section then could trigger the contingency if they requested it.

Rep. R. Kelsch: In 2150 we did put in funding for an adult education study, because adult education is important especially when you look at the 16 to 18 year olds that technically they are per student payment could follow them and that could be one form of funding. Because adult education is important and I see that increasing and we would like to see

those younger adults because we think of adult education as being over 18, but a lot of times we can snag those kids between the 16 and 18 year olds. Potentially you could put it in the contingency line item that the first 300 or whatever could go out from the foundation aid payments.

Rep. Monson: Do you have any numbers on numbers of students who would drop out?

Rep. Kelsch: DPI has those numbers.

Chairman Skarphol: Why would you want to cap it if you have a hundred students move out of the K-12 and move into the GED program; why not just move the money or a portion of the money?

Rep. Kelsch: We don't have a mechanism to set that up. Every time we have looked at doing this it just hasn't worked out the way we thought it was going to. We haven't looked at the funding of adult education. We have touched on it a little bit. No in depth study has been done. There are some issues with taking that money and moving it. These are some of the biggest issues and that is why I think a study is important.

Rep. Monson: Could it be as simple as, we will set up a pool line item, so that when a kid drops out the pool is there. Maybe it isn't the same kid but when a kid dropped out and enrolls into adult education that pool is setting there so we could put some of that money in there?

Rep. Kelsch: I think it could be that simple as long as you and I agreed and we said it could happen. I don't know why it can't go into some sort of a fund or pool; why that money can't follow them when they go into adult education.

Dr. Gary Gronberg, Department of Public Instruction: We currently have a mechanism that the dollars can follow, but it is the method of disbursement of those dollars because it is still based as it is in elementary and secondary if they are in the regular program on seat time. How many hours of credit they are taking and a full time student. Right now the way students take GED or adult education is one class at a time; maybe they go every day or every other day and when you dispersing money on the same basis as you did with elementary and secondary, it doesn't amount to a full state aid payment. They are eligible to receive a prorated payment now.

Chairman Skarphol: I am not familiar with the flow of the dollars. So for discussion let's just say there is a $3600 per pupil payment. When does the money transfer to the school?

Dr. Gronberg: The dollars transfer on the basis of the previous year's ADM. It goes out in monthly payments starting in August and ending in April.

Chairman Skarphol: Monthly payments so what happens if a student drops out? Is it still paid for the whole year?

Dr. Gronberg: If the membership drops the payment drops too.

Chairman Skarphol: So if they started with 100 students and 5 dropped out at some point in time they would drop to 95 students when they are getting paid?

Dr. Gronberg: Yes

Chairman Skarphol: Then there would be an accumulation of money as a result of not having to give them that particular school that full dollar amount?

Dr. Gronberg: The answer is yes.

Chairman Skarphol: Would there be anything to preclude us from saying that unutilized dollars shall be distributed to adult education on a per student basis up to a maximum of $400,000 according to federal law?

Dr. Gronberg: Right now you include language that that is redispursed to all the school districts in the state.

Chairman Skarphol: But we could say after a distribution to adult education; we could do that.

Dr. Gronberg: Yes that is correct.

Chairman Skarphol: In the event there is nothing left then there would be nothing left?

Dr. Gronberg: Correct

Chairman Skarphol: Growth of student numbers in the state. Is there an anticipated amount of overage that has been incorporated into the formula to insure that we get full payment for all students? Have we got enough of a cushion is what I am asking?

Dr. Gronberg: It is a guess every year.

Rep. Williams: In a typical year, how much left over money is there?

Dr. Gronberg: Coleman would have to come down here to make sure that is correct. Rep. Monson you remember in the past we have had as much as $11 or $12 million and we have been short.

Chairman Skarphol: In the event that you are short, the per student payment in the second half I am assuming that per student payment is reduced to be within what you have left as far as dollars? Right?

Dr. Gronberg: This year could be an example of where those property tax dollars weren't covered. We have to go t the emergency fund now to help us out. We usually have to come back in the case of an emergency. We have never gone to reducing that state aid payment because they build their budget a year in advance.

Chairman Skarphol: Yes we have delivered less than was anticipated. It was in the Sinner years so it did happen. If student numbers were to increase more than what we had appropriated dollars available that you could come back and there would be a requested deficiency to cover the per pupil payments?

Dr. Gronberg: Yes

Rep. Williams: In that event where does the so called stabilization fund come in?

Rep. Monson: Have Jerry give the estimate and have it taken out of the line item, in case the feds drop and say here is your fund in case the feds drop more than we anticipate or more than we funded you can use this pool of money to keep yourself whole.

Chairman Skarphol: In the event they don't use it goes back into foundation aid fund.

Rep. Monson: If we pass on this legislation, if you are in a school district that grows too fast. We don't know if they are going to use up that much money. They may want to use more than that much money. These numbers in the different programs that we are looking at are a shot in the dark. These are estimates just like this would be.

Rep. Kelsch: When Jerry built those numbers in; he built that in so that is not utilizing the whole $5 million. He figured looking at the school districts right now there you can say potentially this growth has been somewhat similar. There is about $500,000 that is not accounted for at this point because he is an anticipation of further growth, especially in the northwest. I think it is one of those issues that you can't guest mat. The new equity formula we have seen a much tighter contingency monies that are there. I think Jerry has a good grasp on what the potential impacts will be and has built in some of these percentages to look at that growth of students.

Rep. Dosch: Why wouldn't adult ed numbers be figured in the formula just like any other school out there, but because those students are probably in the class room only 25% of the time couldn't you just take their number and say you get 25% of whatever the standard percentage is per pupil payment?

Rep. Kelsch: These are some of the reasons why I thought a study was good. We offer free public education for up to ages 21; however that is more or less individuals that have developmental needs so typically you see say those 16-18 year olds would receive the free public education. We know adult education consists of so much more than that. I am not sure how it will work. Even any of the things we have been talking about today. I am not exactly sure how those things will work.

Rep. Dosch: I can understand why you would want to do a study so we would get it right now, once they have dropped out there is no funding that goes with them.

Rep. Kelsch: As Dr. Gronberg said partial payment will go, but again it is just a partial payment because they don't know exactly know. The full amount would go for that student. Whether it goes into that student or goes into a fund that could be used for that student.

That is more how I envision it happening. That would be the more fair way to do it. Whether you are taking one class or not let's help fund adult education.

Rep. Hawken: Do they get a payment now?

Dr. Gronberg: If not in a public school they get no payment. If they request one they get a prorated payment.

Chairman Skarphol: Why wouldn't they ask for it?

Dr. Gronberg: If the student is there only for two weeks to complete a program. A two week program is prorated based on 173 instructional days or 174 instructional days and if they can complete a program in two or three or four weeks it is not worth the paperwork.

Rep. Monson: You said too if they are not in the high school or run by a high school they wouldn't qualify anyway so if they are in a college like at Williston they wouldn't qualify. You and I had a conversation last week. Did I understand you to say Devils Lake does not have an adult ed program?

Chairman Skarphol: We are trying to figure out how to put some more money into adult education on a contingent basis or on a more regular basis. We need to get idea of the number of students that are dropping out and then getting their GED's before they are 18. Do you have statistics like that available?

Jerry Coleman: We would have to check and see what we can figure something out there. We were talking a littler earlier of how they get a partial payment. They get that under the alternative education program. So if those kids are in it they may be getting it through an adult ed program but it is offered by the schools so they are actually enrolled in an alternative education program. Whether they are working toward graduation; they can also be working toward their GED so that allows them to claim those students with foundation aid.

Chairman Skarphol: Those students are not utilizing adult education.

Coleman: They are allowed to qualify for foundation aid because they are technically enrolled in an alternative education program, which is basically the same as the adult ed program.

Chairman Skarphol: How do we come up with the number of students that we are talking about? What has been the trend recently in regard to the amount of contingency money that is left?

Coleman: It varies. We generally have about $5 million on that contingency line. We were actually short last biennium, but we were long on a special ed line so we were able to come out without having to have a deficiency. This biennium we will have $9 million for contingency; however $8 million of that is getting funded forward to support the per student payment rate for the next biennium so there is probably about $1 million left this current biennium for contingent money to work with. Now the first $8 million will go to support the

per student payments for next biennium and the remainder would go out on the basis of average daily membership.

Chairman Skarphol: So discounting the $7.5 million that was put into the foundation aid because the alternative education program was taken out in the Senate. Looking at the original numbers that were put in for foundation aid. When looking at that number are you comfortable that there will be money at the end or do you think based on changes in enrollment numbers that we are going to be really close. What would your best guess be?

Coleman: The numbers are in so we are very comfortable where our projections would be.

Chairman Skarphol: For the upcoming biennium are you comfortable with that?

Coleman: No that is still just projection.

Chairman Skarphol: So what are you using as student numbers? Are you indicating a growth in student numbers for the second half of this upcoming biennium?

Coleman: We are.

Chairman Skarphol: Is it more than the increase that has been this time?

Coleman: We are expecting an increase of 3000 students by the end of the next biennium.

Chairman Skarphol: That is incorporated in the number that was added?

Joe Morrissette,OMB Analyst: Would you not factor in a certain amount of growth of student numbers don't you also factor in a certain dropout rate so you assume a certain level of attrition? In terms of factoring in a contingency and saying some of the foundation aid money should come out to go to adult ed; I am thinking maybe some of that is already built in Jerry's protection because he is assuming a decline?

Coleman: That is a part of our projection. In the 9-12 grades category group it will be 900-1000 students will probably drop out in any given year.

Chairman Skarphol: Why drop out in grade 9 or 10.

Coleman: Sixteen at grades 9-10.

Joe Morrissette: What the student aid payment is we have to move it up or down; that is what has to change.

Chairman Skarphol: I am trying to figure out a mechanism that would provide dollars for you in a way that would be linked to student enrollment. We are wondering how we could do this if federal dollars continue to decline. We are wondering if we could link it to student enrollment. What is the average graduation rate on an annual basis? We are trying to figure out some of the numbers here.

Valerie Fischer: This past year we had 72% of our enrollees who were seeking their GED; obtained their GED in that year. That rate might be a little higher because some of them will take longer than a year so their enrollment will continue.

Chairman Skarphol: What is the total number of graduates?

Fischer: They are duplicated count so we had 2400 students; 1560 got a job who came in and said they wanted a job increasing their skills. That is just employment prep skills. 72% wanted their GED and got it. 70% wanted to go on to post secondary so perhaps some of them came in and said I need to go to post secondary, but I need my GED first. So they have two goals so we have a duplicated count.

Chairman Skarphol: So how many enrolled in post secondary?

Fischer: 70% of the 2400. So that is 1680.

Chairman Skarphol: Of the adult education centers how many are in high schools?

Fischer: High schools would be Dickinson, Bismarck, Minot, Grand Forks, Grafton, Fargo, Valley City and Jamestown.

Chairman Skarphol: in HS and the rest?

Fischer: They are in community college. That would be Williston, Devils Lake, Belcourt, New Town, Ft. Totten and then we have YCC in the penitentiary.

Chairman Skarphol: Where are the numbers higher? Are they half and half?

Fischer: More in K-12 schools systems just because those are Grand Forks, Bismarck, Fargo and Minot. So our numbers are higher there.

Rep. Monson: When you mentioned some of them are in the college. They have nothing at all to do with higher ed though. There is no connection with higher ed other than the college provides them space? You high the teacher and provide all the programming etc.

Fischer: Yes, in kind.

Chairman Skarphol: In your revenue stream, how important how significant is the amount of money that you get from foundation aid from one of the students that is in the high school programs. Is there significant utilization of that capability?

Fischer: It is not utilized at all. The current formula is such that foundation aid is based on cornier units and seat time. Those factors are really not relative when it comes to someone studying for their GED. So that was one of the proposals to have a study to develop a formula so we could have a base level of funding for those over the age of 21 who are involved in adult education and look at accessing foundation aid or a portion of for those are under 21 which right now is about 60% of our population.

Chairman Skarphol: 60% is under 21.

Rep. Monson: Your numbers that show the state funding; referring to attachment # 2, are strictly funding for this program so if a school were to Jerry for state aid that doesn't show up on here? If they run their own high school program is a blend of an alternative high school then and then they would qualify for foundation aid if they are in high school?

Fisher: No district has accessed foundation aid. They may be able to but they have not because of the cumbersome nature of the formula and the information that has to be provided.

Chairman Skarphol: We are not sure that you will get your $99,000 in the second half of this upcoming biennium you probably should feel very fortunate in getting it in this first biennium. We are trying to figure out a mechanism to hold you harmless for this biennium. I understand the need for a study. We need to do something soon.

Rep. Kelsch: In the funding formula you have a .25 for the number of full time equitant students enrolled in alternative high school. So if you use that facture if they actually report these students they do get money out of the foundation formula. Are they not reporting the students because they are not enrolled full time? We have a factor in the formula for alternative high schools. Not the ones that would be enrolled and getting a GED.

Chairman Skarphol: We could make it apply to the students who are in a GED as well as an alternative high school. Isn't that what you are saying Rep. Kelsch?

Rep. Kelsch: Yes you could because right now it just says .25 the number of full time equitant students enrolled in an alternative high school. You could say alternative high school or GED program.

Chairman Skarphol: That amounts to about $1 million if it were in all cases.
Is there any way of knowing numbers who drop out and enroll in Alternative H S?

Fischer: They drop out at 16 and we get them at 17 years and 3 months to 17 years and 9 months. We do get some right away at 16 but generally it is that year following. They need to go play a little bit and then they figure out they need to come back.

Chairman Skarphol: Is there any way to know the drop outs and then come back and get their GED. It is .25 or 1%? If we are talking about 1680 that are enrolled and went into post secondary that would be out of 90,000. What is the total student count right now?

Coleman: 95,000.

Fischer: I would have to estimate less than 5%.

Chairman Skarphol: When we talked about your numbers you said 1560 got a job after getting their GED. 1680 enrolled post secondary and they are duplicated numbers. Some got a job and enrolled in post secondary?

Rep. Dosch: Let the study take its course to figure out the best way to really handle this. Maybe put aside $350,000 contingency out of the foundation aid or whatever is left over and do something on those respects to help them out.

Rep. Hawken: That they could access if the federal dollars declined.

Sandness: In the current biennium you are expecting $9 million in additional foundation aid that is going to be over and above what you need.

Chairman Skarphol: Make it $.5 million contingency.

Rep. Hawken: It would still eventually go back to the schools if it was not spent.

Chairman Skarphol: We have drug this around the room long enough. Based on Rep. Dosch's suggestion we would go to $381,000 more appropriated from the general fund with a contingent of $500,000.

Sandness; So the $381,000 you are going to increase. Then the $500,000 contingency from the funding left over from the 09-11 that if the federal funding is not going to be sufficient then they can use that.

Rep. Monson: The federal funding through June, 20 11 is $900,000 and that is guaranteed so the money we are talking about is left over from 09-11 we are not going to pay that out. We are just going to set that money aside; $500,000 until July, 2012? We will be gone before we will know if that money would actually go out in the first year of the next biennium? Then we totally don't know what is going to happen on the 2012-2013 year so we are just going to set this money aside.

Chairman Skarphol: I think we are going to just have to take it out this biennium and set it aside; $1 millions. It would have to be available in advance and have it set aside.

Sandness: If you look at 2013 there is already language in there that is amending 2009 session laws where the contingent money is so I guess maybe it might be useful to look page 10 & 11 of the engrossed SB 2013. Currently that language is reserving the first $8 million for carry over. I think you could just add language there then to reserve an additional $500,000 to carry over.

Rep. Monson: Will that create problems for you that we are not anticipating?

Coleman: No, it already has been done in the past to designate so much of carryover for various purposes as much as it can support. I will have to check that $1 million number to make sure my memory is good.

Chairman Skarphol: At 95,000 students that amounts to $5.26 a student. Requesting Sandness to prepare an amendment to address what we have been discussing. We will vote on the amendments when they come down.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
4/5/11
16367

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Directed the discussion of SB 2013 to the North Dakota School for the Deaf (NDSD) and noting that all members are present. Dr. Bower, President of Lake Region State College was introduced. Rep. Monson was asked to do some checking and it is necessary to have a school administrator credential.

Rep. Monson: Anyone that can be a superintendent of a school who has the credential can be a superintendent there (NDSD).

Chairman Skarphol: Addressing Dr. Bower and asking him if he has the school administrator credential. He said "no".

Dr. Bower, President of Lake Region State College in Devils Lake:

Inaudible

Chairman Skarphol: You do not have the school administrator credentials. Could he hire someone.

Rep. Monson: Yes.

Chairman Skarphol: Give me a sense of the discussion so far and have you talked to anyone at NDSD at all?

Dr. Bower: I will go back a couple of years ago where I was toured through the facility with Sen Oehike. At that time he asked me about the possibility of using the Trades Building for the College. As I walked through, as I was looking at the programs that we have at the college, it would not meet the facility needs as far as being able to utilize it at that time. In the last biennium that there was approximately $800,000 that was available for any kind of capital project as far as renovation and repairs. Of late we've had discussion about the operational side of the center. My administrative council last Thursday said there are a number of concerns that would need review.
We can put a transition program together, for the college we ask what is it that we can do of things that we have requested in our biennium that we did not see forward. We know that the Erlandson center project is not a possibility from the House and Senate side. Looking at the past biennia and I will argue the point of the expense for higher education, that college has received very, very little. On the equity side we are 48% to our peers that has not changed at all. Construction at that college has not happened for 40 some years. Maintenance is lacking on roofing, we have patched and repaired many times and now it is beyond that. A young lady fell in water dripping from the ceiling and her tibia is dislocated, hospitalized and her basketball season ended. When we met as an administrative council and asked what would it take? You are taking on more responsibility with little in return, why. What is it that if we could get it to happen for the college that we could also make that transition possible for NDSD? The Erlandson building needs $4.6M; I need at least $1M for interior and exterior repairs and renovation. I met with OMB to go over the roofing. Originally it was $1.6M for the roofing, if we were to replace that with a rubber composition it would be $866,000 for 250,000 square feet. Metal roofing is $2.1M. When we talked about the rubber composition we considered the slant and how we could approach it. The third Item from the administrative council is the 48% of funding. Our equity funding has been nil to none and our staff wear many, many caps, base funding for our equity at 4500,000. We know that there will be other expenses whether NDSD but coordinating it on our side to make it happen. That is our request for the college.
We can put together a transition; look at bringing in someone who has a certificate. I am not sure what it would take on my part. I may be able to apply for that. This is where we are at.

Chairman Skarphol: You are telling us that if you were to take this on we should invest $2M in Lake Region. What would we get back?

Dr. Bower: We are going to be operating NDSD.

Chairman Skarphol: Should we anticipate that you could operate it for less? We have gone into this several biennia ago trying to figure out how to make it operate more efficiently and effectively. We realize we have to educate the kids but not at a higher cost. For you to take this over there has to be a benefit to the college. What is the benefit to the school?

Dr. Bower: I was facilities director for major facilities for about 10 years and I would have a concern of why you want to renovate that older building. There has been discussion from a number of services going into it. It would take a lot of money, over $3M. That would not get you into the technology because of the construction on how the building is built. You are still going to end up with an older building. It was laid out for an office building for Human Services and a new parking lot and the dollar amounts. Looking at the future projects analysis, this would be ....What is it that you can do, that you should do to address the needs of those kids. What should we do in the best interests of the kids. Take an assessment of the whole facility and see what can be done. I think we can save money.

Chairman Skarphol: We are going to separate NDSD from the DPI budget. When your thoughts were mentioned, there was the thought that we are not ready to make that kind of investment to make that switch. Our thoughts are to leave Carman (Suminski) in place with more direction as to what our expectations are. In the meantime we will have study language and some discussion of what the symbiotic relation could be between your institution and NDSD and how to achieve it.

Rep. Monson: Your leaking roof and injury to the basketball player, why didn't NDUS address this? Why didn't Higher Ed move this up? When you have damage and people getting hurt it seems like that should have been right at the top.

Dr. Bower: I came there two years ago and it was right after that biennium that I started pointing out these deficiencies in the roofing and the need to move it ahead. The reason it is moving ahead this time is because we had it in our facilities master plan as far as the small to mid capital projects. We have been patching for the past two years.

Chairman Skarphol: Did the Senate address this?

Dr. Bower: They asked when we testified, that they could not believe that we were putting buckets in the hallways to capture water. How come it was not done?

Chairman Skarphol: Where is it on your priority list?.

Dr. Bower: It was number one in our mid to small capital. We had it broken down into zones.

Chairman Skarphol: But it wasn't on the capital projects list for the institutions?

Dr. Bower: It has been the last two biennia. On the small to medium capital projects.

Chairman Skarphol: Thanking Rep. Johnson and stating that the discussion on the NDSD portion of SB 2013 will be closed.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
4/5/11
16373

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency.

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Addressing the discussion of SB Adult Education in SB 2013 and referring to Attachment # 2, 4/4/11. Requesting clarification from Sheila Sandness, Legislative Council Representative.

Sandness: The Senate had put in the $200,000, previously you had put in the $678,741. To get to the same level of the current biennium they would need to do an additional $381,670. There was discussion regarding contingent appropriation from remaining state aid of up to $500,000. Jerry (Coleman) came up with is less than $500,000 available.

Chairman Skarphol: Available from?

Sandness: In the current biennium from the contingency.

Rep. Hawken: Move to add $380,000 contingency money up to $500,000 depending upon the availability. (microphone not turned on)

Rep. Monson: Second

Chairman Skarphol: Does that put them $200,000 above where they were?

Sandness: the $200,000 is included in just getting them to the '09-'11 funding level.

Chairman Skarphol: So the $380,000 just brings them back to the '09-'11 funding level and the contingency is in the event the federal money declines in the second half?

Sandness: The $381,000 is assuming that they will get $900,000 each year of the biennium from federal funds. If it would go below that level you would have the contingency available for the difference.

Chairman Skarphol: Typically they are able to only allowed to spend half in the first half of the biennium.
If they are down $500,000 the first year, they would have to replan because they are going to spend everything the first year. The federal money has not been announced yet.

Sandness: Her handout (See Attachment # 2) indicated that the '11-'12 biennia was to be determined in May of 2011.

Chairman Skarphol: They can spend up to one half of the contingent in the first half?

Rep. Monson: The problem with contingency funds is you never know what you have until you are done with the biennium. You could take a wild guess.

Chairman Skarphol: We are taking half of the contingency this biennium so that money would be known. At the end of the biennium they would know if they had $500,000.

Rep. Monson: Just set that aside in a pool of money. Take contingency money from the 2009-2011up to $500,000 and put it in a fund and let it sit there and depending on what they get from the feds, they could use that.

Chairman Skarphol: If they are announcement in May of 2011 they are gonna get $650,000 they could access half. If the next announcement was there were gonna get $400,000 they would have half of the contingency left and they would have to adjust to accommodate their needs for the second half of the biennium.
We shouldn't short change them in the first half and let them have $500,000 the second half.

Sandness: Federal funding for $900,000 for the year, they may draw down up to $250,000 in that first year.

Chairman Skarphol: that way they would have some opportunity the first year and not a whole bunch of opportunity the second half.

Voice Vote Motion Carries

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Education and Environment Division
Sakakawea Room, State Capitol

SB 2013
4/7/11
16429

☐ Conference Committee

Committee Clerk Signature Shirley Branning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency

Minutes: You may make reference to "attached testimony."

Chairman Skarphol: Called the Committee to order to discuss Amendment .02005 on SB 2013 and requesting explanation from **Sheila Sandness, Legislative Council Representative.**

Sandness: Explaining Amendment .02005 of SB 2013, Section 1-21, see the Attached.

Chairman Skarphol: If federal funds drop to $600,000 in the first year they could take $250,000 and go to $850,000. It wouldn't get back to the full $900,000 but it would also give them more stability.

Sandness: Correct. Even if it drops way down, they can only take $250,000 in the first year and the other $250,000 would be reserved for the second year. On the outside chance that they get more than $900,000 each year and they don't need to access the $500,000 we should add language about what the committee intent is with any remaining of the $500,000 that doesn't get handed out for adult education grants. Does it get turned back to the general fund or does it get sent out as additional school aid.

Rep. Hawken: Initially we had to do so much to get it back to even, I would like to see it stay there so they could do better coverage.

Chairman Skarphol: The Senate's hope and intent was to give them a $200,000 boost. Is it the intent of the committee to try to give them a $200,000 increase in the event that the money is available out of what is appropriated?

Rep. Dosch: Good idea, stays with adult ed.

Chairman Skarphol: In the event the first year they got $900,000 we would leave the $500,000 in place in total. The second year if they get $800,000 we give them $300,000 out of the $500,000 or we give them the whole $500,000? What are the wishes of the committee, because if you give them $500,000 over the first year....We have to design and configure the language to reflect what the wishes of the committee are.

Rep. Monson: We had intended to do what the Senate did, the $200,000. We were hoping to find a little more if we could, they run on a shoe string budget with a waiting list. Let it go with it. The whole $500,000.

Chairman Skarphol: How do we do this because of the decline in federal dollars? They could get the $900,000 the first year and get $400,000 the next year or nothing. If we give them additional money the first year then they will be short the second year. How do we configure the language to do the right thing?

Sandness: If you wanted to give them $250,000 each year but what do you do with the $500,000 if they don't need it and not worry about the federal money. If you don't want to give them the full $500,000 and give them only what they need to get to $900,000 than you run the risk of them not needing it all and having it returned to the general fund and used for other purposes. If you gave them the $250,000 you wouldn't need the language that says if it falls below $900,000...If they $900,000 each year then they are whole until '09-'11 with no extra. If you want to give them the extra then scrap the $900,000 special language and give them $250,000 each year. The intent is to make them whole with the $900,000. The key is, what do you do with the $500,000 if you don't need it?

Rep. Monson: If you get all of your federal funds and we still give them money out of the $500,000. It should be a small amount. They may not get the full amount and the next year give them the $900,000 and then they are really short if they got enough money to hire somebody new or to expand the program and the second year the $500,000 set aside is partially used and the $900,000 federal dries up they are really in a box. Having it similar to a contingency fund where they don't get it until they find out what their federal level of funding is.....

Chairman Skarphol: they don't know federal funding will be. They are going to find out in May how much they are going to get and they may get $400,000 in the first year in which case we gave them $250,000 and they are short $250,000.

Rep. Hawken: Any leftover is wishful thinking. Can you add a line at the end saying that if the federal funding stays equal, it may be used for increased capacity.

Sandness: The last sentence does say, "The department may use any remaining funds or grants during the second year of the biennium...If it doesn't fall below $900,000 and there

are remaining funds what happens to remaining funds. We could add a sentence at the end that says, If any funds remain that were not used....

Rep. Dosch: Take out the last reference to the $900,000; don't make reference to the $900,000 federal.

Morrissette: Add a little bit of language in relation to the first year because the way I read it your intent is to say they could access as much of the $250,000 of the first years they would need to make themselves whole if their federal funding dropped below $900,000. What this says, if it dropped to $850,000 they could use $250,000 of this money. You would want to limit how much they could take in the first year to the amount they were below on their federal funds.

Chairman Skarphol: That would be my intent so if there were less federal money, there would be even more available in the second half. The committee is in agreement. In the end they will get all of the $500,000. Do we want to make any kind of statement that anything in excess of a certain amount will not be added to their base? Do we want it to become their base. They do a great job so I don't have a problem with it becoming their base.

Morrissette: When we would look at the budget in the next biennium we probably would not include this as part of the base because it would be considered a one-time funding source.

Chairman Skarphol: What if we tell you it is not

Morrissette: Then we would direct our guidelines accordingly.

Rep. Monson: It doesn't really make any difference as long as we have some of the same people who could say whether it is or is not part of their base. It doesn't make a big difference because we look at what the base was ....

Chairman Skarphol: Asking Sandness to reflect that we want them to have the $900,000 the first year but not necessarily more.

Sandness: Continuing with review of the proposed amendments .02005 Section 8, the continuing education grant added here to provide guidance on those grants.
Page 3, change in separating the two paragraphs related to Medicaid match and Gifted and talented program.
Section 15 .02002 language will be adopted.
Page 3, Section 16 was added to amend chapter 13 of the 2009 session laws that had to do with the supplemental transportation aid payment reducing from $5M to $2.5M, generating a $2.5M increase to the general fund balance going into the '11-'13 biennium.
Page 11, line 6 that is the language where we are reserving the next $500,000 from the '09-'11 state aid line left over for the adult education grants. Line 13 is a typo correction.
Inserted is intent that the School for the Deaf appropriation bill will be a separate draft for the for introduction to the 63rd legislative assembly. Included is development of alternative teacher compensation plans.

Chairman Skarphol: On page 3, you make reference to removing ...

Sandness: Deferred maintenance was removed at $7M. also removed Sections 8, 16 and 5.
Statement of purpose of amendment, p. 5 was explained. See Proposed Amendments .02005.

Chairman Skarphol: How did we arrive at the $1.60M?

Sandness: We looked at what was available in '09-'11 when the appropriation was $3M federal and $1,850,000 general that brought them up to $4.9M for '09-'11. The subtracting the $2.5M that was in the bill and about $918,000 each year of the biennium it totals about $1.60 of unfunded.

Chairman Skarphol: We flipped with the Feds on this.

Sandness: Yes, the federal appropriation through '09-'11 was about $3.1M

Chairman Skarphol: We will end up there?

Sandness: Continuing with Statement of Purpose, pp. 6-7, items 1-9
The continued appropriation, $10M needs to be added back in.

Chairman Skarphol: The middle of page 5, we look at state school aid, the executive budget is $919,000 and the Senate version is $919,000, the House version is $912,000.

Sandness: The $919 included that factor, it also included $3.6M for the extra school day. The next item removes funding from the alternative education program grants, it was added by the Senate, the executive recommendation did not include any funding for the grant. The funding of $460,000 was in the current biennium to fund any schools that wanted to implement it early because there was a factor included in SB 2150 that it would begin in July 2013; however, the amendments to SB 2150 removed that factor.
Continuing with delineation of the Statement of Purpose p. 7.
You may want to consider adding an appropriation for $10M for the scholarships.

Chairman Skarphol: Only the continuing education appropriation aspect , and you took it all out. It was an error in the drafting, not intended to come out.

Sandness: The section was taken out.

Rep. Monson: Move to put $10M into **the Continuing Education Education.**

Rep. Hawken: Second

Voice Vote carried.

Rep. Martinson: Move to use the language in .02005 Section 15 as opposed to what was distributed. It is very similar.

Rep. Monson: Second

Voice Vote Carried

Rep. Monson: The only change with North Dakota School for the Deaf (NDSD) is to have a separate budget, the School for the Blind there was no discussion.

Chairman Skarphol: How do we move it forward and how to provide leadership?

Sandness: Changes will be made.

Chairman Skarphol: The $500,000 difference in general funds between the executive budget recommendation and House action. Where did the $500,000 go?

Sandness: The Senate took the Board Certification fund, $500,000 and moved that money from General funds to special funds. They will flip back to general fund next biennium. HB 1094 talks about the investment of that fund.

Chairman Skarphol: In doing the calculations, we are close to what the Governor's recommendation was originally. But we are not quite there. We are $200,000 away from where we need to be.

Jerry Coleman, Financial officer for the Department of Public Instruction: Yes, to get to the per student payment rate.

Chairman Skarphol: The $500,000 is here, we can do that farther down the road. It amounts to a couple of bucks per student.
Requesting a motion on the amendments .02005 for SB 2013.

Rep. Martinson: So move

Rep. Monson: Second

Roll call vote. 6-0-0 Carried

Chairman Skarphol: Calling for a motion on the Amended Bill SB 2013.

Rep. Hawken: So Move

Rep. Monson: Second

Rep. Monson: Yesterday I made a motion and sat down and did all the this to take the $7.5M out. It is part of the bill.

Sandness: The way it is broken down, it includes the $7.5M reduction.

Roll Call vote Carried: 6-0-0 Carrier: Rep. Monson

Meeting closed.

2011 HOUSE STANDING COMMITTEE MINUTES

House Appropriations Committee
Roughrider Room, State Capitol

SB 2013
April 8, 2011
Recorder Job# 16447

☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library; to provide for the distribution of funding for regional education association grants, alternative education program grants, gifted and talented programs and other grants; to provide a contingent appropriation; to amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund; to provide an exemption; to provide for a transfer; to amend and reenact sections 54 and 59 of chapter 175 of the 2009 Session Laws, relating to funds appropriated for transportation and state school aid; and to declare an emergency

Minutes:

First few minutes on Water Commission (SB 2020)

Chairman Delzer informed committee the testimony from State Water Commission was provided.

Representative Skarphol: If I might just mention if you look at that list of potential allocations; when I talked about the $5 million from Red River Valley Water Supply, we in our section in the bill, recommended that be moved up to general water management. That total would become $31 million.

Representative Nelson: Correct me if I'm wrong, but, the $235 million that's listed here is what we are appropriating for each one of these items. There was more money that was generated in the trust fund. Does the water commission really have the authority to spend money?

Chairman Delzer: They've been given a continued appropriation on the water resources trust fund. That's something that never was as much money until this time. It's something the legislature may want to take a look at in some point in time. I believe the $235 million included most of their estimated increase from the revenue report showed.

Representative Nelson: Is there a reporting mechanism or is it subject to emergency commission or budget section approval?

Chairman Delzer: I believe not. I believe there might be a reporting requirement; but, I don't believe there's any budget section approval. It's the water commission which is chaired by the governor and I don't know if it has all of the industrial commission, it has the ag commissioner on it and a number of other individuals; the state engineer, etc.

Representative Skarphol: This $235 million are not appropriated. That's their list of priorities based on the money being available.

Chairman Delzer: Opened the discussion on SB 2013.

Representative Monson: Made a motion to move amendment .02006.

Representative Skarphol: Seconded the motion.

Representative Monson: Explained amendment .02006.

Representative Skarphol: We ultimately let them have all of the money that we would have as a contingency. We just wanted to make sure that they didn't get all of it in the first half and then have to substantially cut their program in the second half.

Representative Monson: Continued with his explanation of the amendment.

Representative Bellew: On pg 7, amend section 9 relating to the gifted and talented program and Medicaid matching funds to more clearly distinguish distribution; could you explain that to me?

Sheila Sandness, North Dakota Legislative Council: If you look at the bill, that section of the language does not change, but the heading of the section refers to the gifted and talented program. Within the section it talked about the disbursement of the gifted and talented and also talked about the Medicaid match. So, what we did was we added Medicaid match to the heading of the section and instead of having one paragraph, we broke it into 2 paragraphs. It's the same language that's been in that section for the last two bienniums.

Representative Bellew: The funding for gifted and talented would stay the same then?

Sheila Sandness: That's correct. It hasn't changed, it's just the language was a little confusing.

Representative Nelson: The funding that you removed for the alternate education program, is it reasonable to think that if we would get these students into an alternate program; would it not save us money in the end with the adult education learning center?

Representative Monson: This is one we did struggle a little bit with. Currently, there is no junior high level alternative education program. This would have funded some programs

and $460,000.00 wasn't a lot of money; that is one of the reasons we looked at this and thought that's something that most of the schools could introduce or do on their own and find within their own budget.

Representative Nelson: Do you what $1 million of state aid relates to as far as pupil payments in today's world?

Representative Monson: I think it's approximately $10.00 per pupil.

Representative Nelson: With the bill that was sent to us from the Senate, the $7.5 million that was removed; is it not fair to say a $75.00 increase per pupil payments was a result of the House actions?

Representative Monson: You're saying because we did that we reduced the per pupil payment across the board by $75.00 per pupil?

Representative Nelson: From the bill that came from the senate; given the numbers and the other programs that we are funding at the expense of that $7.5 million, wouldn't that be a fair statement?

Representative Monson: That would be a fair statement.

Representative Kroeber: On the alternative schools program, there was an excellent one in junior high here in Bismarck. It was run by Rudy Steidl and was the principal at the time. It was an excellent program and it was on a grant; but, the grant ran out. Excellent results on that and I think that the dollars that are put into alternative education are some of the best dollars that we spend.

A voice vote was made and carried on amendment .02006.

Representative Kroeber: Did you discuss section 16 of the bill in the amendment? Didn't we just pass a bill on this teacher of the year? I thought we spent considerable time on that and getting it to everyone's satisfaction.

Representative Monson: Section 16 changes the way that the teacher of the year award is selected and presented. It would go through DPI and public instruction. The ceremony would take place in Memorial Hall in the state capitol or if requested by the award recipient a location within the municipality of which the recipient resides or works.

Representative Kroeber: We passed a bill on the floor on this and we've already decided on how this should be done. Why are we changing it in our budget bill?

Representative Monson: We were presented with this and we felt that it was a proper way to address it. We adopted the amendment in subsection.

Chairman Delzer: What would happen if these would be considered conflicting? Do you have that bill number?

Sheila Sandness: It's SB 2311 and it's currently in conference committee

Representative Martinson: Not everyone is satisfied with the outcome of the bill, like Representative Kroeber said. This is not the NDEA teacher of the year, it's the North Dakota teacher of the year. The intent was that the governor's office and superintendent of public instruction would make the announcement together and honor the teacher of the year. The bill was changed so that the award would actually be announced at the NDEA banquet; and this arose because the teacher of the year was not a member of the NDEA and was not allowed to go to the banquet or the reception. You should not have to be a member of the NDEA to be the teacher of the year award. That is the purpose of this amendment; so it takes us out of the NDEA politics of it. It allows the superintendent of public instruction and the governor's office to have a joint announcement that would be held in the great hall or the recipient's town or the town where the teacher actually works.

Representative Kroeber: This is a total policy issue and it should be settled inSB2311. I don't think it should be settled by house appropriations.

Representative Martinson: To me policy is in the eye of the beholder. There's nothing anywhere that I can find in the entire world that says the appropriations committee can't deal with policy. If it's the policy they want changed it's fine; if it's policy they don't want changed then it's a terrible thing.

Representative Nelson: On pg 4, section 16 of the amendment, in the contingency appropriation, the $5 million overstrike and replaced with the $2.5 million for transportation aid payments; what was the reason that was reduced?

Representative Monson: That $5 million was in a trigger situation on contingency funds. A couple bienniums back, there was $33 million that was given out for transportation. This biennium, there's $43.5 million and there was language in the last biennium that would trigger $5 million more to go out if there were certain things met and that was met. In order to keep all of the money flowing into the school districts the way the changes were made in SB2150, we put this money into the state aid formula, so that we would keep those payments coming to the school districts the same as the governor had put into his budget. The $2.5 million will be triggered this time to go out; as I said we had $43.5 million with $5 million contingency. Now it's going to be $2.5 million; that amount will be $46 million this time. Next time the transportation payment will go up to $48 million; no contingency needed.

Representative Nelson: Isn't it somewhat facetious to say you achieved the executive level of funding through the formula when you are counting on contingency appropriations to do that? They don't always trigger do they?

Representative Monson: They don't always trigger. They would have received potentially $48.5 million this biennium; and they would have received $48 million next biennium. This time around with this change, they didn't know if they were going to get the money or not until it did trigger. They are still going to get more than they had originally been appropriated; they're going to get $2.5 million more. We are just delaying the rest of the period that they're going to get that money over the next biennium again.

Representative Nelson: I feel compelled to further amend this bill to remove the overstrike of $5 million in section 16 and remove $2.5 million in subsection 1, 2, 3.

Representative Delzer: Are you in essence wanting to take the contingency back to $5 million and then remove that $2.5 million from the other place?

Representative Nelson: That's exactly it.

Representative Kaldor: Seconded the motion.

Representative Skarphol: For the information of the committee, SB2150 as it came out of the policy committee, the intent was to take the entire $5 million in this particular section and use it to fund the growing schools initiative. When we made the changes that we made, our efforts were to get back to the governor's level of per pupil payments; not that they're sacred. That was our intention and this is where we took the money from to do that. We left half of what they were anticipating getting and put the money into per pupil payments. If you go back to the $5 million, then I would assume that you're going to reduce the foundation aid payment line by $2.5 million. Or is the motion to add $2.5 million in general fund?

Chairman Delzer: My understanding of the motion is to have $5 million in transportation and take $2.5 million away from foundation aid.

Representative Nelson: That would be my wish that we handle it in that fashion.

Representative Monson: If we do that, the per pupil payments over the next biennium will be reduced by approximately $25.00 per pupil. When these schools figured out what their amount for transportation would be, they were working off of a level of $43.5 million; and this time, they will actually be getting aid payment at the end of $2.5 million more being split up through the transportation formula. I would rather like to see a gradual increase than going up and down in large spikes.

A voice vote was made and failed.

Representative Monson: The school for the deaf appropriation bill has been part of the DPI budget. I spent several hours touring the facility, we visited with the maintenance man and the administrator. We have a real dilemma. We have a very small number, 20 some students there; they go home every weekend, the cost is very high per pupil, well over $300,000.00 per pupil. Many of the kids that are still there are multiple handicapped. We need to have a facility, resident facility; but the cost is eating us up. The buildings, the campus is way too big. We need to make repairs or we'll have to start bulldozing down some buildings. In this amendment, we did separate out the budget for the school for the deaf so next time when we get it presented to us, it'll be separate and be easier to handle. I contacted Minnesota, Iowa, Montana, Wyoming, South Dakota we are all facing the same thing. The facility at Devil's Lake was built for 165 children; and now we have 20 some kid. It's good that we mainstreamed so many of them and maybe in the next 5 or 10 years we'll figure out a way to mainstream the rest. They've done a study and we're working on that.

We felt that we should decouple these 2 budgets; and that's what section 21 on page 4 does. I move "Do Pass as Amended" on SB 2013.

Representative Skarphol: Seconded the motion.

Chairman Delzer: Tuition apportionment went from $86 million to $101 million this time; is that correct?

Joe Morrissette, North Dakota Office of Management and Budget: That's correct. That is the amount of money coming from the tuition fund.

Chairman Delzer: That's from the common schools trust fund and it isn't all the interest; it's whatever they see as prudent. Is that correct?

Joe Morrissette: The constitutional change that was made a couple of years ago, provides a formula now where they take a certain percentage of their 5 year return and that is the amount that's distributed out. They have a formula that governs how much income comes from that.

Chairman Delzer: Is this number based the February forecast or is this number based on the November forecast?

Joe Morrissette: It's based on their previous year; so, it's kind of a known number. There shouldn't be any change to that.

Chairman Delzer: It's actual dollars that they're working on?

Joe Morrissette: That's correct.

Representative Monson: There are no new net FTE's. I think there was a 1/2 FTE s switched from one duty to another duty; but zero changes in FTE's at the school for the deaf, school for the blind and state library.

Chairman Delzer: What are the administrative costs for the department?

Joe Morrissette: The general fund share?

Chairman Delzer: The general fund share.

Representative Monson: Operating expenses for the DPI should be that first line on page 1; $2,975,187.00 if that's what you are looking for, but that does not include salaries and wages. Salaries and wages didn't change from the original bill, page 1 at the bottom of the bill.

Sheila Sandness: The general fund portion of administration is about $10.9 million in the executive recommendation. The Senate reduced that to $10.3 million the add back of the $300,000.00 in this amendment would increase it by that $300,000.00 again to get back up to about $10.7 million.

Chairman Delzer: That's just the operating, that's not the salaries?

Sheila Sandness: That includes salaries.

Representative Nelson: I'm confused in the area of the state aid funding; how can we add the $2.5 million when it's in the contingency line?

Sheila Sandness: The $2.5 million is what remains of the $5 million that's in 2009-2011. That $5 million that was in 2009-2011 contingent appropriation. So if you amend 2009 session laws to reduce that to $2.5 million, that will increase the general fund carry over into 2011-2013 and that it's being appropriated in 2011-2013.

Representative Glassheim: Each committee has a jurisdiction of its own and it's very difficult for the floor especially when we take a policy issue and bury it in an appropriations bill with a gigantic total amount; so that you can't really vote on any particular issue, we just have to vote on the whole bill with scores of issues involved. We have to have some leeway; but, we have to use restraint also about just initiating things because we want them.

A roll call vote was made on a "Do Pass as Amended." 15 Yea's 3 Nay's 2 Absent.

Chairman Delzer: Closed the discussion.

Date: 3/24/11
~~Roll Call~~ Vote #: 1
Voice

2011 HOUSE STANDING COMMITTEE Voice Vote
BILL/RESOLUTION NO. SB 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Martinson Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

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

Date: 3/24/11
Voice Vote #: 2

2011 HOUSE STANDING COMMITTEE Voice Vote
BILL/RESOLUTION NO. SB 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Martinson Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

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

Date: 3/25/2011
~~Roll Call Vote~~ #: 1
Voice Vote #1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Hawken Seconded By Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch		X			
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 5 No 1

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent: Voice Vote to Amend Add $50,000 to the Governor's School
Pass-Through Grant.

PROPOSED AMENDMENT TO SB2013

Page 8, after line 8, insert:

"**SECTION 15. CONTINUING EDUCATION GRANTS.** The superintendent of public instruction shall use up to $100,000 of the grants-other grants line item contained in section 1 of this Act for the purpose of providing continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013, as provided in this section:

1. The superintendent shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:
   a. (1) Be licensed to teach by the education standards and practices board;
      (2) Have taught in this state during each of the last three school years; and
      (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;
   b. Be pursuing the requirements for a certificate in career development facilitation; or
   c. Be pursuing a school counselor credential.
2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated bases, according to the latest available average daily membership of each school district."

Renumber accordingly

Date: 3/31/11
~~Roll Call~~ ~~Vote #: 1~~
Voice Vote #1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☐ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Monson Seconded By Rep. Hawkin

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:
To accept the amendment to SB 2013 related to Student Payments.

Date: 4/5/11
Roll Call Vote #: 1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken: Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Hawken Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:
Add $380,000 contingency money up to $500,000 depending upon the availability of state aid funding

Date: 4/7/11
Roll Call Vote #: 1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Monson Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent: Voice Vote to Amend
Put $10M into the Continuing Education Education.

Prepared by the Legislative Council staff for
Representative Martinson
March 30, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after the semicolon insert "to create and enact a new section to chapter 15.1-02 of the North Dakota Century Code, relating to the North Dakota teacher of the year award;"

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 9, after line 18, insert:

"**SECTION 16.** A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

North Dakota teacher of the year award - Selection - Announcement.

1. The superintendent of public instruction shall administer a teacher of the year program. The superintendent of public instruction shall coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, and publicity for the North Dakota teacher of the year award.

2. The superintendent of public instruction shall serve as the exclusive host of a reception held in the recipient's hometown or the memorial hall of the state capitol no later than September thirtieth of each year at which the award recipient is first announced.

3. The selection committee must be appointed by the superintendent of public instruction and may not include more than one representative from any education-related organization or association."

Renumber accordingly

Date 4/7/11/11
Roll Call Vote #: 2

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2002

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .02005

Action Taken: ☐ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Martinson: Seconded By Rep. Monson:

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment
Rep. Hawken

If the vote is on an amendment, briefly indicate intent: Voice Vote to Amend to use the language in .02005 Section 15 as opposed to what was distributed.

11.8163.02005
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
April 7, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, replace "alternative education program" with "continuing education"

Page 1, line 4, after "programs" insert "and medicaid matching funds,"

Page 1, line 4, remove "to"

Page 1, line 5, replace "provide a contingent appropriation;" with "to create and enact a new section to chapter 15.1-02 of the North Dakota Century Code, relating to the North Dakota teacher of the year award;"

Page 1, line 10, after the semicolon insert "to amend and reenact section 16 of chapter 13 of the 2009 Session Laws, relating to contingent supplemental transportation aid payments; to provide a statement of legislative intent; to provide for reports to the budget section and sixty-third legislative assembly;"

Page 1, replace line 24 with:

"Operating expenses	30,770,801	(1,087,614)	29,683,187"

Page 2, replace line 1 with:

"Grants - State school aid	722,725,958	190,033,520	912,759,478"

Page 2, replace lines 6 and 7 with:

"Grants - Other grants	245,203,721	64,180,672	309,384,393
Grants - Mill levy reduction	295,000,000	(295,000,000)	0
ATCS review panel	0	300,000	300,000"

Page 2, replace lines 11 through 13 with:

"Total all funds	$1,468,777,356	($116,008,282)	$1,352,769,074
Less estimated income	360,597,766	90,605,657	451,203,423
Total general fund	$1,108,179,590	($206,613,939)	$901,565,651"

Page 3, replace lines 22 through 24 with:

"Grand total general fund	$1,122,401,382	($205,055,744)	$917,345,638
Grand total special funds	$364,672,954	$91,588,177	$456,261,131
Grand total all funds	$1,487,074,336	($113,467,567)	$1,373,606,769"

Page 4, remove line 21

Page 4, replace line 24 with:

"Total school for the blind - All funds	$70,200	$70,000"

Page 4, replace lines 26 and 27 with:

"Total school for the blind - General fund	$70,200	$70,000
Grand total - All funds	$156,055,588	$557,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$557,800"

Page 5, remove lines 13 through 18

Page 6, after line 7, insert:

"SECTION 7. RESERVED FUNDS - CONTINGENT ADULT EDUCATION LEARNING CENTER GRANTS. The sum of $500,000, or so much of the sum as may be necessary, made available under Section 18 of this Act, must be used by the department of public instruction for providing adult education learning center grants for the biennium beginning July 1, 2011, and ending June 30, 2013. The department may provide grants of up to $250,000 during the first year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2012. The department may use any remaining funds for grants during the second year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2013.

SECTION 8. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION. The sum of $100,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013.

1. The superintendent of public instruction shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:

   a. (1) Be licensed to teach by the education standards and practices board;

      (2) Have taught in this state during each of the last three school years; and

      (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;

   b. Be pursuing the requirements for a certificate in career development facilitation; or

   c. Be pursuing a school counselor credential.

2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional

per student payment on a prorated basis, according to the latest available average daily membership of each school district."

Page 6, remove lines 8 through 16

Page 6, line 17, after the first boldfaced hyphen insert "**MEDICAID MATCHING -**"

Page 6, line 17, after the second boldfaced period insert:

"1."

Page 6, line 23, after the period insert:

"2."

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 8, after line 12, insert:

"**SECTION 15.** A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

North Dakota teacher of the year award - Selection - Announcement.

1. The superintendent of public instruction shall administer a teacher of the year program. The superintendent of public instruction shall coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, and publicity arrangements for the North Dakota teacher of the year award.

2. By September thirtieth of each year, the superintendent of public instruction shall serve as the exclusive host of a reception at which the award recipient must be first publicly announced. The reception must be held in the memorial hall of the state capitol or, if requested by the award recipient, at a location in the municipality within which the recipient works or resides.

3. The selection committee must be appointed by the superintendent of public instruction and may not include more than one representative from any education-related organization or association."

Page 8, remove lines 13 through 31

Page 9, replace lines 1 through 18 with:

"**SECTION 16. AMENDMENT.** Section 16 of chapter 13 of the 2009 Session Laws is amended and reenacted as follows:

SECTION 16. CONTINGENT APPROPRIATION - SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of ~~$5,000,000~~$2,500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing

supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. If the office of management and budget determines by July 31, 2010, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2011, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly."

Page 11, line 6, after "b." insert "Reserve the next five hundred thousand dollars, which is not subject to the provisions of section 54-44.1-11 and must be used in accordance with section 7 of this Act.

c."

Page 11, line 13, replace "54-44.1-1-11" with "54-44.1-11"

Page 11, after line 13, insert:

"**SECTION 20. LEGISLATIVE INTENT - 2013-15 SCHOOL FOR THE DEAF APPROPRIATION BILL.** It is the intent of the sixty-second legislative assembly that the governor include the recommended funding for the school for the deaf in a separate draft appropriations act for introduction to the sixty-third legislative assembly.

SECTION 21. REPORT TO THE BUDGET SECTION AND THE SIXTY-THIRD LEGISLATIVE ASSEMBLY. The superintendent of public instruction shall provide a report to the budget section by September 30, 2012, and to the sixty-third legislative assembly on the development of alternative teacher compensation plans. The report must include use of the funding, number of plans developed, summary of plan variances, criteria for teacher performance review, and recommendations."

Page 11, line 21, after the first comma insert "16,"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

Executive Budget	Senate Version	House Changes	House Version

Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($341,837,589)	$1,373,606,769
Less estimated income	797,566,131	798,051,131	(341,790,000)	456,261,131
General fund	$918,127,727	$917,393,227	($47,589)	$917,345,638

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187	(68,000)	29,683,187
Grants - State school aid	919,459,478	919,459,478	(6,700,000)	912,759,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	6,420,411	309,384,393
Grants - Mill levy reduction	341,790,000	341,790,000	(341,790,000)	
ATCS review panel	300,000		300,000	300,000
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Increases Funding for Grants[1]	Increases Funding for Adult Education Grants[2]	Adjusts State School Aid[3]	Removes Funding for Alternative Education Program Grants[4]	Restores Funding for the Alternative Teacher Compensation System Review Panel[5]	Adds Funding for Alternative Teacher Compensation Plan Development Grants[6]
Salaries and wages						
Operating expenses						
Grants - State school aid			(6,700,000)			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	120,000	1,060,411		(460,000)		700,000
Grants - Mill levy reduction						
ATCS review panel					300,000	
Education jobs fund						
Transportation efficiency						

National board certification						
Total all funds	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
Less estimated income	0	0	0	0	0	0
General fund	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Rapid Enrollment Grants[7]	Decreases Funding for the Professional Development Advisory Committee[8]	Removes Funding for Mill Levy Reduction Grants[9]	Total House Changes
Salaries and wages				
Operating expenses		(68,000)		(68,000)
Grants - State school aid				(6,700,000)
Grants - Special education contracts				
Grants - Transportation				
Grants - Other education	5,000,000			6,420,411
Grants - Mill levy reduction			(341,790,000)	(341,790,000)
ATCS review panel				300,000
Education jobs fund				
Transportation efficiency				
National board certification				
Total all funds	$5,000,000	($68,000)	($341,790,000)	($341,837,589)
Less estimated income	0	0	(341,790,000)	(341,790,000)
General fund	$5,000,000	($68,000)	$0	($47,589)
FTE	0.00	0.00	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Atlantic Brucke/Atlantic Forum	$30,000	$105,000
North Central Council for School Television	40,000	485,000
Governor's School	50,000	460,000
Total	$120,000	$1,050,000

[2] Funding for adult education learning center grants is increased to provide a total of $3,110,411 from the general fund. In addition, Section 59 of Chapter 175 of the 2009 Session Laws is amended to provide that, after reserving the first $8 million of 2009-11 biennium unobligated state school aid for per student payments during the 2011-13 biennium, the next $500,000 is reserved for adult education learning center grants. The $500,000 is available to the department for additional adult education learning center grants if federal funding for adult education received by the department is less than $900,000 in any year of the 2011-13 biennium. The department may only spend up to $250,000 of these funds during the first year of the biennium.

[3] State school aid and per student payment rates are adjusted for the following:

- ($7,500,000) - Removal of funding used by the Senate to increase per student payment rates. The Senate removed the supplemental teacher-effectiveness compensation program factor included in the executive recommendation and used the funding to increase per student payment rates.
- ($3,600,000) - Decrease due to delaying implementation of the requirement that school districts increase their school calendars by one day, from 181 days to 182 days, until the 2012-13 school year.
- $2,500,000 - Increase relating to the use of funding made available from a reduction in the 2009-11 biennium contingent supplemental transportation aid payments provided by the 2009

Legislative Assembly from $5 million to $2.5 million.
- $1,900,000 - Increase per student payment rates.
- ($6,700,000) - Total reduction in state school aid.

[4] Funding for alternative education program grants added by the Senate is removed. The executive recommendation did not include the alternative education program grants.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program advisor, included in the executive recommendation and removed by the Senate, is restored.

[6] Funding is added to provide grants to school districts that wish to develop alternative teacher compensation plans. Funding for these grants was not included in the executive recommendation.

[7] Funding is provided for grants to school districts that are experiencing rapid enrollment increases. This funding was not included in the executive recommendation.

[8] Funding is reduced to reflect a limit on the number of meetings of the Professional Development Advisory Committee in Senate Bill No. 2150.

[9] Funding for mill levy reduction grants from the property tax sustainability fund included in the executive recommendation is removed. Funding is provided from the general fund in House Bill No. 1047.

In addition, this amendment:
- Removes Section 8 relating to alternative education program grants, Section 16 relating to a contingent appropriation for school district deferred maintenance and physical plant improvement grants, and Section 5 relating to mill levy reduction grants.
- Amends Section 9 relating to the gifted and talented program and Medicaid matching funds to more clearly distinguish distribution, Section 10 relating to the Teacher of the Year Program, and Section 18 relating to an amendment to Section 59 of Chapter 175 of the 2009 Session Laws to reserve $500,000 of unobligated 2009-11 state school aid for 2011-13 adult education learning center grants.
- Adds sections relating to the distribution of continuing education grants, a separate budget bill for the North Dakota School for the Deaf for the 2013 legislative session rather than in the appropriation bill for the Department of Public Instruction, an amendment to Section 16 of Chapter 13 of the 2009 Session Laws regarding contingent supplemental transportation aid payments which will result in an additional $2.5 million of funding available in the general fund for the 2011-13 biennium, the distribution of unobligated 2009-11 state school aid reserved for adult education learning center grants, and a report to the Budget Section and the Legislative Assembly on the development of alternative teacher compensation plans.

Date: 4/7/11
Roll Call Vote #: 3

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Martinson Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:
Pass the amendments .02005 for SB 2013.

Date: 4/7/11
Roll Call Vote #: 4

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations – Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment

☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Hawken Seconded By Rep. Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Bob Skarphol	X		Clark Williams	X	
Vice Chair Hawken	X				
Mark Dosch	X				
Rep. Martinson:	X				
David Monson	X				

Total (Yes) 6 No 0

Absent 0

Floor Assignment
Rep. Monson:

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

11.8163.02006
Title.03000
Fiscal No. 4

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
April 7, 2011

VK
4/8/11
108

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, replace "alternative education program" with "continuing education"

Page 1, line 4, after "programs" insert "and medicaid matching funds,"

Page 1, line 4, remove "to"

Page 1, line 5, replace "provide a contingent appropriation;" with "to create and enact a new section to chapter 15.1-02 of the North Dakota Century Code, relating to the North Dakota teacher of the year award;"

Page 1, line 10, after the semicolon insert "to amend and reenact section 16 of chapter 13 of the 2009 Session Laws, relating to contingent supplemental transportation aid payments; to provide a statement of legislative intent; to provide for reports to the budget section and sixty-third legislative assembly;"

Page 1, replace line 24 with:

"Operating expenses	30,770,801	(1,087,614)	29,683,187"

Page 2, replace line 1 with:

"Grants - State school aid	722,725,958	190,033,520	912,759,478"

Page 2, replace lines 6 and 7 with:

"Grants - Other grants	245,203,721	64,180,672	309,384,393
Grants - Mill levy reduction	295,000,000	(295,000,000)	0
ATCS review panel	0	300,000	300,000"

Page 2, replace lines 11 through 13 with:

"Total all funds	$1,468,777,356	($116,008,282)	$1,352,769,074
Less estimated income	360,597,766	90,605,657	451,203,423
Total general fund	$1,108,179,590	($206,613,939)	$901,565,651"

Page 3, replace lines 22 through 24 with:

"Grand total general fund	$1,122,401,382	($205,055,744)	$917,345,638
Grand total special funds	$364,672,954	$101,588,177	$466,261,131
Grand total all funds	$1,487,074,336	($103,467,567)	$1,383,606,769"

Page 4, remove line 21

Page 4, replace line 24 with:

"Total school for the blind - All funds	$70,200	$70,000"

Page 4, replace lines 26 and 27 with:

"Total school for the blind - General fund	$70,200	$70,000
Grand total - All funds	$156,055,588	$557,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$557,800"

Page 5, after line 3, insert:

"**SECTION 3. APPROPRIATION - LANDS AND MINERALS TRUST FUND - STATE BOARD OF HIGHER EDUCATION.** There is appropriated out of any moneys in the lands and minerals trust fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the state board of higher education for the purpose of providing North Dakota academic and career and technical education scholarships, for the biennium beginning July 1, 2011, and ending June 30, 2013."

Page 5, remove lines 13 through 18

Page 6, after line 7, insert:

"**SECTION 8. RESERVED FUNDS - CONTINGENT ADULT EDUCATION LEARNING CENTER GRANTS.** The sum of $500,000, or so much of the sum as may be necessary, made available under section 19 of this Act, must be used by the department of public instruction for providing adult education learning center grants, for the biennium beginning July 1, 2011, and ending June 30, 2013. The department may provide grants of up to $250,000 during the first year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2012. Funding provided in the first year of the biennium is limited to the difference between federal funding available in federal fiscal year 2012 and $900,000. The department may use any remaining funds for adult education learning center grants during the second year of the biennium.

SECTION 9. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION. The sum of $100,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013.

1. The superintendent of public instruction shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:

   a. (1) Be licensed to teach by the education standards and practices board;

   (2) Have taught in this state during each of the last three school years; and

   (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership

or a program leading to a specialist diploma in educational leadership;

b. Be pursuing the requirements for a certificate in career development facilitation; or

c. Be pursuing a school counselor credential.

2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district."

Page 6, remove lines 8 through 16

Page 6, line 17, after the first boldfaced dash insert "**MEDICAID MATCHING -**"

Page 6, line 17, after the second boldfaced period insert:

"1."

Page 6, line 23, after the period insert:

"2."

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 8, after line 12, insert:

"**SECTION 16.** A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

North Dakota teacher of the year award - Selection - Announcement.

1. The superintendent of public instruction shall administer a teacher of the year program. The superintendent of public instruction shall coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, and publicity arrangements for the North Dakota teacher of the year award.

2. By September thirtieth of each year, the governor and the superintendent of public instruction shall jointly announce the award recipient and serve as the exclusive hosts of a ceremony and reception honoring the teacher of the year. The ceremony and reception must take place in the memorial hall of the state capitol or, if requested by the award recipient, at a location in the municipality within which the recipient resides or works.

3. The selection committee must be appointed by the superintendent of public instruction and may not include more than one representative from any education-related organization or association."

Page 8, remove lines 13 through 31

Page 9, replace lines 1 through 18 with:

"**SECTION 17. AMENDMENT.** Section 16 of chapter 13 of the 2009 Session Laws is amended and reenacted as follows:

SECTION 16. CONTINGENT APPROPRIATION - SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of ~~$5,000,000~~$2,500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. If the office of management and budget determines by July 31, 2010, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2011, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly."

Page 11, line 6, after "b." insert "Reserve the next five hundred thousand dollars, which is not subject to the provisions of section 54-44.1-11 and must be used in accordance with section 8 of this Act.

c."

Page 11, line 13, replace "54-44.1-1-11" with "54-44.1-11"

Page 11, after line 13, insert:

"**SECTION 21. LEGISLATIVE INTENT - 2013-15 SCHOOL FOR THE DEAF APPROPRIATION BILL.** It is the intent of the sixty-second legislative assembly that the governor include the recommended funding for the school for the deaf in a separate draft appropriations act for introduction to the sixty-third legislative assembly.

SECTION 22. REPORT TO THE BUDGET SECTION AND THE SIXTY-THIRD LEGISLATIVE ASSEMBLY. The superintendent of public instruction shall provide a report to the budget section by September 30, 2012, and to the sixty-third legislative assembly on the development of alternative teacher compensation plans. The report

must include use of the funding, number of plans developed, summary of plan variances, criteria for teacher performance review, and recommendations."

Page 11, line 21, replace "3, 17, and 18" with "4, 17, 18, and 19"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
University System Office				
Total all funds	$0	$0	$10,000,000	$10,000,000
Less estimated income	0	0	10,000,000	10,000,000
General fund	$0	$0	$0	$0
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($331,837,589)	$1,383,606,769
Less estimated income	797,566,131	798,051,131	(331,790,000)	466,261,131
General fund	$918,127,727	$917,393,227	($47,589)	$917,345,638

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187	(68,000)	29,683,187
Grants - State school aid	919,459,478	919,459,478	(6,700,000)	912,759,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	6,420,411	309,384,393
Grants - Mill levy reduction	341,790,000	341,790,000	(341,790,000)	
ATCS review panel	300,000		300,000	300,000
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Increases Funding for Grants[1]	Increases Funding for Adult Education Grants[2]	Adjusts State School Aid[3]	Removes Funding for Alternative Education Program Grants[4]	Restores Funding for the Alternative Teacher Compensation System Review Panel[5]	Adds Funding for Alternative Teacher Compensation Plan Development Grants[6]
Salaries and wages						
Operating expenses						
Grants - State school aid			(6,700,000)			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	120,000	1,060,411		(460,000)		700,000
Grants - Mill levy reduction						
ATCS review panel					300,000	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
Less estimated income	0	0	0	0	0	0
General fund	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Rapid Enrollment Grants[7]	Decreases Funding for the Professional Development Advisory Committee[8]	Removes Funding for Mill Levy Reduction Grants[9]	Total House Changes
Salaries and wages				
Operating expenses		(68,000)		(68,000)
Grants - State school aid				(6,700,000)
Grants - Special education contracts				
Grants - Transportation				
Grants - Other education	5,000,000			6,420,411
Grants - Mill levy reduction			(341,790,000)	(341,790,000)
ATCS review panel				300,000
Education jobs fund				
Transportation efficiency				
National board certification				
Total all funds	$5,000,000	($68,000)	($341,790,000)	($341,837,589)
Less estimated income	0	0	(341,790,000)	(341,790,000)
General fund	$5,000,000	($68,000)	$0	($47,589)
FTE	0.00	0.00	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Atlantic Brucke/Atlantic Forum	$30,000	$105,000
North Central Council for School Television	40,000	485,000
Governor's School	50,000	460,000
Total	$120,000	$1,050,000

[2] Funding for adult education learning center grants is increased to provide a total of $3,110,411 from the general fund. In addition, Section 59 of Chapter 175 of the 2009 Session Laws is amended to provide

that, after reserving the first $8 million of 2009-11 biennium unobligated state school aid for per student payments during the 2011-13 biennium, the next $500,000 is reserved for adult education learning center grants. The $500,000 is available to the department for additional adult education learning center grants if federal funding for adult education received by the department is less than $900,000 in any year of the 2011-13 biennium. The department may only spend up to $250,000 of these funds during the first year of the biennium.

[3] State school aid and per student payment rates are adjusted for the following:

- ($7,500,000) - Removal of funding used by the Senate to increase per student payment rates. The Senate removed the supplemental teacher-effectiveness compensation program factor included in the executive recommendation and used the funding to increase per student payment rates.
- ($3,600,000) - Decrease due to delaying implementation of the requirement that school districts increase their school calendars by 1 day, from 181 days to 182 days, until the 2012-13 school year.
- $2,500,000 - Increase relating to the use of funding made available from a reduction in the 2009-11 biennium contingent supplemental transportation aid payments provided by the 2009 Legislative Assembly from $5 million to $2.5 million.
- $1,900,000 - Increase per student payment rates.
- ($6,700,000) - Total reduction in state school aid.

[4] Funding for alternative education program grants added by the Senate is removed. The executive recommendation did not include the alternative education program grants.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser, included in the executive recommendation and removed by the Senate, is restored.

[6] Funding is added to provide grants to school districts that wish to develop alternative teacher compensation plans. Funding for these grants was not included in the executive recommendation.

[7] Funding is provided for grants to school districts that are experiencing rapid enrollment increases. This funding was not included in the executive recommendation.

[8] Funding is reduced to reflect a limit on the number of meetings of the Professional Development Advisory Committee in Senate Bill No. 2150.

[9] Funding for mill levy reduction grants from the property tax sustainability fund included in the executive recommendation is removed. Funding is provided from the general fund in House Bill No. 1047.

In addition, this amendment:

- Removes Section 8 relating to alternative education program grants, Section 16 relating to a contingent appropriation for school district deferred maintenance and physical plant improvement grants, and Section 5 relating to mill levy reduction grants.
- Amends Section 9 relating to the gifted and talented program and Medicaid matching funds to more clearly distinguish distribution, Section 10 relating to the Teacher of the Year program, and Section 18 relating to an amendment to Section 59 of Chapter 175 of the 2009 Session Laws to reserve $500,000 of unobligated 2009-11 state school aid for 2011-13 adult education learning center grants.
- Adds sections relating to the distribution of continuing education grants, a separate budget bill for the North Dakota School for the Deaf for the 2013 legislative session rather than in the appropriation bill for the Department of Public Instruction, an amendment to Section 16 of Chapter 13 of the 2009 Session Laws regarding contingent supplemental transportation aid payments which will result in an additional $2.5 million of funding available in the general fund for the 2011-13 biennium, the distribution of unobligated 2009-11 state school aid reserved for adult education learning center grants, and a report to the Budget Section and the Legislative Assembly on the development of alternative teacher compensation plans.

Senate Bill No. 2013 - University System Office - House Action

	Executive Budget	Senate Version	House Changes	House Version
North Dakota Scholarship Program			$10,000,000	$10,000,000
Total all funds	$0	$0	$10,000,000	$10,000,000
Less estimated income	0	0	10,000,000	10,000,000
General fund	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00

Department No. 215 - University System Office - Detail of House Changes

	Provides Funding for the North Dakota Scholarship Program[1]	Total House Changes
North Dakota Scholarship Program	$10,000,000	$10,000,000
Total all funds	$10,000,000	$10,000,000
Less estimated income	10,000,000	10,000,000
General fund	$0	$0
FTE	0.00	0.00

[1] This amendment adds a section providing $10 million for North Dakota academic and career and technical education scholarships from the lands and minerals trust fund. The Governor recommended a continuing appropriation from the lands and minerals trust fund to provide for these scholarships.

Date: 4/8/11
Roll Call Vote #: 1

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

Legislative Council Amendment Number .02006

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Monson Seconded By Rep. Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Representative Nelson		
Vice Chairman Kempenich			Representative Wieland		
Representative Pollert					
Representative Skarphol					
Representative Thoreson			Representative Glassheim		
Representative Bellew			Representative Kaldor		
Representative Brandenburg			Representative Kroeber		
Representative Dahl			Representative Metcalf		
Representative Dosch			Representative Williams		
Representative Hawken					
Representative Klein					
Representative Kreidt					
Representative Martinson					
Representative Monson					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice vote carries

Motion carries

Date: 4/8/11
Roll Call Vote #: 2

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

Legislative Council Amendment Number voice amendment

Action Taken: ☐ Do Pass ☐ Do Not Pass ☐ Amended ☒ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Nelson Seconded By Rep. Kaldor

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer			Representative Nelson		
Vice Chairman Kempenich			Representative Wieland		
Representative Pollert					
Representative Skarphol					
Representative Thoreson			Representative Glassheim		
Representative Bellew			Representative Kaldor		
Representative Brandenburg			Representative Kroeber		
Representative Dahl			Representative Metcalf		
Representative Dosch			Representative Williams		
Representative Hawken					
Representative Klein					
Representative Kreidt					
Representative Martinson					
Representative Monson					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

To further amend & remove the overstrike of $5 million in section 16 & remove $25 million in subsection 1, 2, 3

Motion fails

Date: 4/8/11
Roll Call Vote #: 3

2011 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Committee

Legislative Council Amendment Number

Action Taken: ☒ Do Pass ☐ Do Not Pass ☒ Amended ☐ Adopt Amendment
☐ Rerefer to Appropriations ☐ Reconsider

Motion Made By Rep. Monson Seconded By Rep. Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer	✓		Representative Nelson	✓	
Vice Chairman Kempenich			Representative Wieland	✓	
Representative Pollert	✓				
Representative Skarphol	✓				
Representative Thoreson	✓		Representative Glassheim		✓
Representative Bellew	✓		Representative Kaldor		✓
Representative Brandenburg	✓		Representative Kroeber		✓
Representative Dahl	✓		Representative Metcalf	✓	
Representative Dosch	✓		Representative Williams	✓	
Representative Hawken	✓				
Representative Klein					
Representative Kreidt	✓				
Representative Martinson	✓				
Representative Monson	✓				

Total (Yes) 16 No 3

Absent 2

Floor Assignment Rep. Monson

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

REPORT OF STANDING COMMITTEE

SB 2013, as engrossed: Appropriations Committee (Rep. Delzer, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (16 YEAS, 3 NAYS, 2 ABSENT AND NOT VOTING). Engrossed SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 4, replace "alternative education program" with "continuing education"

Page 1, line 4, after "programs" insert "and medicaid matching funds,"

Page 1, line 4, remove "to"

Page 1, line 5, replace "provide a contingent appropriation;" with "to create and enact a new section to chapter 15.1-02 of the North Dakota Century Code, relating to the North Dakota teacher of the year award;"

Page 1, line 10, after the semicolon insert "to amend and reenact section 16 of chapter 13 of the 2009 Session Laws, relating to contingent supplemental transportation aid payments; to provide a statement of legislative intent; to provide for reports to the budget section and sixty-third legislative assembly;"

Page 1, replace line 24 with:

"Operating expenses	30,770,801	(1,087,614)	29,683,187"

Page 2, replace line 1 with:

"Grants - State school aid	722,725,958	190,033,520	912,759,478"

Page 2, replace lines 6 and 7 with:

"Grants - Other grants	245,203,721	64,180,672	309,384,393
Grants - Mill levy reduction	295,000,000	(295,000,000)	0
ATCS review panel	0	300,000	300,000"

Page 2, replace lines 11 through 13 with:

"Total all funds	$1,468,777,356	($116,008,282)	$1,352,769,074
Less estimated income	360,597,766	90,605,657	451,203,423
Total general fund	$1,108,179,590	($206,613,939)	$901,565,651"

Page 3, replace lines 22 through 24 with:

"Grand total general fund	$1,122,401,382	($205,055,744)	$917,345,638
Grand total special funds	$364,672,954	$101,588,177	$466,261,131
Grand total all funds	$1,487,074,336	($103,467,567)	$1,383,606,769"

Page 4, remove line 21

Page 4, replace line 24 with:

"Total school for the blind - All funds	$70,200	$70,000"

Page 4, replace lines 26 and 27 with:

"Total school for the blind - General fund	$70,200	$70,000
Grand total - All funds	$156,055,588	$557,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$557,800"

Page 5, after line 3, insert:

"SECTION 3. APPROPRIATION - LANDS AND MINERALS TRUST FUND - STATE BOARD OF HIGHER EDUCATION. There is appropriated out of any moneys in the lands and minerals trust fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the state board of higher education for the purpose of providing North Dakota academic and career and technical education scholarships, for the biennium beginning July 1, 2011, and ending June 30, 2013."

Page 5, remove lines 13 through 18

Page 6, after line 7, insert:

"SECTION 8. RESERVED FUNDS - CONTINGENT ADULT EDUCATION LEARNING CENTER GRANTS. The sum of $500,000, or so much of the sum as may be necessary, made available under section 19 of this Act, must be used by the department of public instruction for providing adult education learning center grants, for the biennium beginning July 1, 2011, and ending June 30, 2013. The department may provide grants of up to $250,000 during the first year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2012. Funding provided in the first year of the biennium is limited to the difference between federal funding available in federal fiscal year 2012 and $900,000. The department may use any remaining funds for adult education learning center grants during the second year of the biennium.

SECTION 9. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION. The sum of $100,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013.

1. The superintendent of public instruction shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:

   a. (1) Be licensed to teach by the education standards and practices board;

      (2) Have taught in this state during each of the last three school years; and

      (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;

   b. Be pursuing the requirements for a certificate in career development facilitation; or

   c. Be pursuing a school counselor credential.

2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district."

Page 6, remove lines 8 through 16

Page 6, line 17, after the first boldfaced dash insert "**MEDICAID MATCHING -**"

Page 6, line 17, after the second boldfaced period insert:

"1."

Page 6, line 23, after the period insert:

"2."

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 8, after line 12, insert:

"**SECTION 16.** A new section to chapter 15.1-02 of the North Dakota Century Code is created and enacted as follows:

North Dakota teacher of the year award - Selection - Announcement.

1. The superintendent of public instruction shall administer a teacher of the year program. The superintendent of public instruction shall coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, and publicity arrangements for the North Dakota teacher of the year award.

2. By September thirtieth of each year, the governor and the superintendent of public instruction shall jointly announce the award recipient and serve as the exclusive hosts of a ceremony and reception honoring the teacher of the year. The ceremony and reception must take place in the memorial hall of the state capitol or, if requested by the award recipient, at a location in the municipality within which the recipient resides or works.

3. The selection committee must be appointed by the superintendent of public instruction and may not include more than one representative from any education-related organization or association."

Page 8, remove lines 13 through 31

Page 9, replace lines 1 through 18 with:

"**SECTION 17. AMENDMENT.** Section 16 of chapter 13 of the 2009 Session Laws is amended and reenacted as follows:

SECTION 16. CONTINGENT APPROPRIATION - SUPPLEMENTAL TRANSPORTATION AID PAYMENTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of ~~$5,000,000~~$2,500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of

providing supplemental transportation aid payments, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. If the office of management and budget determines by July 31, 2010, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2011, that the June 30, 2011, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2009 legislative session, the superintendent of public instruction shall provide ~~$5,000,000~~$2,500,000 as supplemental transportation aid payments to school districts.

4. The superintendent of public instruction shall pro rate the supplemental transportation payments according to the percentage of the total transportation formula amount that each school district is entitled to receive under 2009 House Bill No. 1400 as approved by the sixty-first legislative assembly."

Page 11, line 6, after "b." insert "Reserve the next five hundred thousand dollars, which is not subject to the provisions of section 54-44.1-11 and must be used in accordance with section 8 of this Act.

c."

Page 11, line 13, replace "54-44.1-1-11" with "54-44.1-11"

Page 11, after line 13, insert:

"SECTION 21. LEGISLATIVE INTENT - 2013-15 SCHOOL FOR THE DEAF APPROPRIATION BILL. It is the intent of the sixty-second legislative assembly that the governor include the recommended funding for the school for the deaf in a separate draft appropriations act for introduction to the sixty-third legislative assembly.

SECTION 22. REPORT TO THE BUDGET SECTION AND THE SIXTY-THIRD LEGISLATIVE ASSEMBLY. The superintendent of public instruction shall provide a report to the budget section by September 30, 2012, and to the sixty-third legislative assembly on the development of alternative teacher compensation plans. The report must include use of the funding, number of plans developed, summary of plan variances, criteria for teacher performance review, and recommendations."

Page 11, line 21, replace "3, 17, and 18" with "4, 17, 18, and 19"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423

General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
University System Office				
Total all funds	$0	$0	$10,000,000	$10,000,000
Less estimated income	0	0	10,000,000	10,000,000
General fund	$0	$0	$0	$0
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($331,837,589)	$1,383,606,769
Less estimated income	797,566,131	798,051,131	(331,790,000)	466,261,131
General fund	$918,127,727	$917,393,227	($47,589)	$917,345,638

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187	(68,000)	29,683,187
Grants - State school aid	919,459,478	919,459,478	(6,700,000)	912,759,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	6,420,411	309,384,393
Grants - Mill levy reduction	341,790,000	341,790,000	(341,790,000)	
ATCS review panel	300,000		300,000	300,000
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Increases Funding for Grants[1]	Increases Funding for Adult Education Grants[2]	Adjusts State School Aid[3]	Removes Funding for Alternative Education Program Grants[4]	Restores Funding for the Alternative Teacher Compensation System Review Panel[5]	Adds Funding for Alternative Teacher Compensation Plan Development Grants[6]
Salaries and wages						
Operating expenses						
Grants - State school aid			(6,700,000)			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	120,000	1,060,411		(460,000)		700,000
Grants - Mill levy reduction						
ATCS review panel					300,000	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
Less estimated income	0	0	0	0	0	0

General fund	$120,000	$1,060,411	($6,700,000)	($460,000)	$300,000	$700,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Rapid Enrollment Grants[7]	Decreases Funding for the Professional Development Advisory Committee[8]	Removes Funding for Mill Levy Reduction Grants[9]	Total House Changes
Salaries and wages				
Operating expenses		(68,000)		(68,000)
Grants - State school aid				(6,700,000)
Grants - Special education contracts				
Grants - Transportation				
Grants - Other education	5,000,000			6,420,411
Grants - Mill levy reduction			(341,790,000)	(341,790,000)
ATCS review panel				300,000
Education jobs fund				
Transportation efficiency				
National board certification				
Total all funds	$5,000,000	($68,000)	($341,790,000)	($341,837,589)
Less estimated income	0	0	(341,790,000)	(341,790,000)
General fund	$5,000,000	($68,000)	$0	($47,589)
FTE	0.00	0.00	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Atlantic Brucke/Atlantic Forum	$30,000	$105,000
North Central Council for School Television	40,000	485,000
Governor's School	50,000	460,000
Total	$120,000	$1,050,000

[2] Funding for adult education learning center grants is increased to provide a total of $3,110,411 from the general fund. In addition, Section 59 of Chapter 175 of the 2009 Session Laws is amended to provide that, after reserving the first $8 million of 2009-11 biennium unobligated state school aid for per student payments during the 2011-13 biennium, the next $500,000 is reserved for adult education learning center grants. The $500,000 is available to the department for additional adult education learning center grants if federal funding for adult education received by the department is less than $900,000 in any year of the 2011-13 biennium. The department may only spend up to $250,000 of these funds during the first year of the biennium.

[3] State school aid and per student payment rates are adjusted for the following:

- ($7,500,000) - Removal of funding used by the Senate to increase per student payment rates. The Senate removed the supplemental teacher-effectiveness compensation program factor included in the executive recommendation and used the funding to increase per student payment rates.
- ($3,600,000) - Decrease due to delaying implementation of the requirement that school districts increase their school calendars by 1 day, from 181 days to 182 days, until the 2012-13 school year.
- $2,500,000 - Increase relating to the use of funding made available from a reduction in the 2009-11 biennium contingent supplemental transportation aid payments provided by the 2009 Legislative Assembly from $5 million to $2.5 million.
- $1,900,000 - Increase per student payment rates.
- ($6,700,000) - Total reduction in state school aid.

[4] Funding for alternative education program grants added by the Senate is removed. The executive recommendation did not include the alternative education program grants.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser, included in the executive recommendation and removed by the Senate, is restored.

[6] Funding is added to provide grants to school districts that wish to develop alternative teacher compensation plans. Funding for these grants was not included in the executive recommendation.

[7] Funding is provided for grants to school districts that are experiencing rapid enrollment increases. This funding was not included in the executive recommendation.

[8] Funding is reduced to reflect a limit on the number of meetings of the Professional Development Advisory Committee in Senate Bill No. 2150.

[9] Funding for mill levy reduction grants from the property tax sustainability fund included in the executive recommendation is removed. Funding is provided from the general fund in House Bill No. 1047.

In addition, this amendment:

- Removes Section 8 relating to alternative education program grants, Section 16 relating to a contingent appropriation for school district deferred maintenance and physical plant improvement grants, and Section 5 relating to mill levy reduction grants.
- Amends Section 9 relating to the gifted and talented program and Medicaid matching funds to more clearly distinguish distribution, Section 10 relating to the Teacher of the Year program, and Section 18 relating to an amendment to Section 59 of Chapter 175 of the 2009 Session Laws to reserve $500,000 of unobligated 2009-11 state school aid for 2011-13 adult education learning center grants.
- Adds sections relating to the distribution of continuing education grants, a separate budget bill for the North Dakota School for the Deaf for the 2013 legislative session rather than in the appropriation bill for the Department of Public Instruction, an amendment to Section 16 of Chapter 13 of the 2009 Session Laws regarding contingent supplemental transportation aid payments which will result in an additional $2.5 million of funding available in the general fund for the 2011-13 biennium, the distribution of unobligated 2009-11 state school aid reserved for adult education learning center grants, and a report to the Budget Section and the Legislative Assembly on the development of alternative teacher compensation plans.

Senate Bill No. 2013 - University System Office - House Action

	Executive Budget	Senate Version	House Changes	House Version
North Dakota Scholarship Program			$10,000,000	$10,000,000
Total all funds	$0	$0	$10,000,000	$10,000,000
Less estimated income	0	0	10,000,000	10,000,000
General fund	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00

Department No. 215 - University System Office - Detail of House Changes

	Provides Funding for the North Dakota Scholarship Program[1]	Total House Changes
North Dakota Scholarship Program	$10,000,000	$10,000,000
Total all funds	$10,000,000	$10,000,000
Less estimated income	10,000,000	10,000,000
General fund	$0	$0
FTE	0.00	0.00

[1] This amendment adds a section providing $10 million for North Dakota academic and career and technical education scholarships from the lands and minerals trust fund. The Governor recommended a continuing appropriation from the lands and minerals trust fund to provide for these scholarships.

2011 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2013

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013 conference Committee
April 25, 2011
Job # 16864

☒ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a conference committee on SB 2013 – the Department of Public Instruction.

Minutes: See attached testimony # 1 - 2.

Conferees:
Senators Holmberg, Wardner and Robinson
Representatives Monson, Kelsch, and Williams

Sheila M. Sandness – Legislative Council; Joe Morrissette - OMB

Chairman Holmberg called the conference committee hearing to order on SB 2013 and roll call was taken.
Looking at the memo that I emailed each one of you (Comparison of Senate Bill no. 2013 Versions – see attached # 1) on the comparisons of SB 2013 and SB 2150 which is part of the reason why we're meeting right now. We had to wait until SB 2150 was pretty well put together.

The House did not do a lot for the agency itself and did not make changes to the basic structure of what the Senate did in the tower. Reviewing what the House did to the bill relating to the tower, that appears fine. If we want to focus on what our big differences are, they are the differences between the final product of SB 2150 and what we do in SB 2013 to adequately fund the policy bill that is 2150.
Asked Sheila M. Sandness to go to the 2nd page of the report and review the funding considerations. Those are the five items that we need to recognize and address and would make this bill conform to SB 2150.

Sheila M. Sandness: If there are no differences between the House and the Senate on the Senate amendments, those adjustments in the footnote are just to get the House version in conformity to the conference committee version. Amendments will need to be prepared to the Senate version, so we would need to incorporate the House amendments into that.

Chairman Holmberg: Would one of the House members like to comment on this? Looking at it, those of us in the Senate didn't see any difference except what has to be done. Therefore, if

the House members agree, we could have a shortened meeting, have the actual amendments prepared which would tie into the engrossed bill and then get it out on the calendar.

Sheila M. Sandness: There is one other item to consider and it is the $10M that is currently appropriated in the House amendments out of Land and Minerals trust fund. That funding source would need to be changed possibly to general fund because of the other bill that changed – HB 1451.

Chairman Holmberg: How do we do that because HB 1451 is where? Am I correct in that it appears to have legs?

Rep. Monson: At one time we were told that it was all but dead. Then it was resurrected and looked like it was going to pass. I have not followed it in the last week, but I was told that it will be reconciled. We really need to check and see what's happening with HB 1451 and if it does pass, it would be cleaner if we could make sure that we got this one.....

Chairman Holmberg: Talking to Brady, in order to reconcile that, we have to change funding sources to conform to 1451 which is what the Legislative Council is now utilizing as their thing. So one of the things we could do is, at this stage, have Sheila prepare the amendments for the bill. If she could prepare the amendments as per their instructions on how they're handling budget status, and then if there is a change or a derailment someplace, then she would be the first to know and could immediately make the proper changes so that we still conform. I think we need to get SB 2150 out on the floor so we can get that passed in the Senate. We need to have SB 2013 following it because the explanation is much easier when you don't have to explain the whole foundation aid thing twice.

Rep. Monson: I was thinking we'd bring these two out together, although I have no say in it. I'm not the speaker. I'm not the majority leader, so we should probably see what they want to do as far as what order they want to bring it out. SB 2150 should be the first one to pass I would think.

Chairman Holmberg: That's how the Senate is going to do it. Then they'll both hopefully get over to you at the same time. Then you can struggle or visit with your folks as to how they want to put them on the calendar.

Rep. Monson: We do have a couple of issues that we should bring up and make sure they are in there. A couple people in our caucus wanted to make sure that we did mention the $21.5M – the ARRA funds. We made it very clear in legislative intent that it is one time funding and not expecting that we will, next biennium, come in and pick up that funding – just so it's very clear to everyone.

(**Senator Wardner** entered – as he was at another conference committee hearing)
Chairman Holmberg: The Senate is aware of that language and agrees. We look back at contracts that were signed by agencies last time about childcare that says this is onetime funding; it is not going to be resurrected and it still is festering.

Rep. Monson: We did something in House appropriations where we wanted to separate out the budget for the School for the Deaf. We put language in there to separate it out and make

its own budget. It has its own budget within 2013, but our intention was that we would make it totally stand alone. We might have a few problems doing that because we still have to say that it has a home under DPI. We thought it would be less confusing if it had its own stand alone budget instead of being part of DPI's budget and we ran into some problems. We don't have a school board; we have nobody to watch over it.

Chairman Holmberg: Is there some language that you feel would need to be put in SB 2013 to make it clear?

Rep. Monson: I think we would want to put in language that says that it is still under the same administrative body and DPI would still be in charge of it. Which then brings us back to the point of why do we need to have a separate budget again. That might be something that we can decide to take that language back out again and run the budget as it was before? Or do we make it clear that it is a separate budget but still under the control of DPI?

Chairman Holmberg: I like the separate budget but under the control of DPI. That would not be different then how we treat the medical school in that it is a separate budget, but it is under UND and that has seemed to have worked. Sheila, can you... keep in mind that when the amendments are put together, the House would recede from its amendments and further amend. But we want to include the amendment that the House had put on the bill.

Rep. Monson: One last thing on the School for the Deaf is another study and how we want to do that. We did not do anything different at the School for the Deaf. That probably took most of our discussion and was most of our angst. We just don't know what to do with all those buildings and whether we study it again or not, or what the study would amount to.

Rep. Kelsch: Certainly some of the ideas are – do you move the program into providing a service versus a program. There were issues regarding accreditation, we took care of that because now they are considered a K-8. There are some issues that need to be looked at and perhaps the last time that we looked at the School for the Deaf, we had a lot of other big issues that we were focusing on during that interim and so maybe it didn't get a real fair look. I think we need to have a more focused review of the School for the Deaf and come up with something that is workable for everybody. Some people think it's been studied to death and there is no reason to study it again.

Chairman Holmberg: There is application there and what has occurred at the School for the Deaf that I think is a wake-up call for the legislature because that is not the only state institution in transition. It is one that has maybe gotten away from us as far as its facilities. Look at what we have at Grafton at the present time. Those buildings, for the most part, are in a much better shape than what we have at Devils Lake. In 10-15 years, that facility is going to be vastly different than it is now. The last thing we need to do there is let it sink and then we're stuck with this huge facilities and then what are we going to do about it. With Grafton, I would suggest that we should be doing everything we can while the buildings are in decent shape.

Rep. Monson: The last study done during the last biennium focused quite abit on the buildings and what to do with them; whether we remodel, sell them or give them away. I toured it in the beginning of the session and they are in surprisingly good shape. It's just that they don't need those buildings. They can't rent them out without major renovation. We've got

a major problem and that portion has been studied. Maybe we need to look at the delivery and the outreach.

Senator Robinson: During the past interim, the ND Consensus Council led an overview which was very comprehensive. We looked deeply into program outreach and the future structure of the school as we know it. We've studied it many times, but as a member of that study during the last interim, I thought we did a more thorough job than ever. I would hope that we not put that study on the shelf as we have prior studies. I think there is valuable information there. I thought we had set the stage for kind of a new future for the school in terms of its role and serving as a hub for outreach that hadn't been done in prior studies.

Rep. Kelsch: Asking a question of Senator Robinson – I heard about the study, but knew nothing about it. That's one of the issues when the Consensus Council does some of these studies, is that it doesn't get in legislators hands to change the law or make a difference. If it is a good study, then perhaps we don't need anything else or perhaps we can use the basis of that study and build on it. .

Senator Robinson: Having been part of the study, it's hard for me to be objective. In a nutshell, we found that there was a value to having the campus to continue operation as a center for folks to come and go. Some special education units across the state are in fact doing a fairly decent job with the education of the deaf and hard of hearing, but it's certainly not throughout the state. Most of the clients there, and the numbers have declined, are acute. They have multiple challenges. Even in one of our largest cities, a family had to uproot and move to Devils Lake to access the education at the School for the Deaf. Her words were that she could stay where she was at and her son would have a couple hours of instruction each day or we can move to Devils Lake and he can have 7-8 hours of instruction each day. So the value of the school to our committee and our study was underscored time and time again. We have a concern about buildings, but there was no question about the quality of the programming that is going on there. We also became aware of the growing population of hard of hearing seniors in the state in our nursing homes and other assisted living facilities. They have needs that we haven't even talked about. Those services should be coordinated through the staff and the programs at the School for the Deaf. The outreach activities are fine, but they need to be more comprehensive and reach out across the state. I think we can build on that study. There is a lot of valuable information there. I came away with a feeling of accomplishment and we've covered the bases coming up with some concepts and proposals that are futuristic.

Rep. Williams: In our hearing, and I'm sure in yours, there are between 23-27 deaf and mult-handicapped students. They need residential placement. We have a very high price tag. It's an issue, and yet it should not be because of the welfare of the student. My question is, in the previous study, did they come up with any recommendation relative to the 23-25 students that need residential care?

Senator Robinson: We did. Because of their acute medical condition, it would be very difficult to find other programs in the state that would accommodate their needs. The cost per student is high. We also found out that if you compare the cost per student at the ND School for the Deaf, to costs of like institutions across the country, we are very competitive, in fact, lower than most. So they are operating on a pretty lean budget. There were some

recommendations on the facilities. There was money in the current budget to renovate one of the buildings. There was interest on the part of private entities to move in, but it didn't get done. I hope that we not dismiss that study that was just completed this past spring. There is a lot of very good information and proposals in there as we move forward. We found a number of North Dakotans across the state who are deaf and/or hard of hearing. It is significant and many are going without services right now.

Chairman Holmberg: If we were starting from scratch and didn't have that pesky constitution in our way, you could move those students to Grafton which has excellent facilities that are up to date, but that's not going to happen. .

Rep. Kelsch: I do have one amendment. In the committee discussion on 2150, I had brought an amendment forward and we decided it was best to be placed on in 2013. That is to fund the StageNet which is a connectivity for the K-6 school districts that we are currently are not funding their internet connectivity. It's $131,000 for the biennium. I have that amendment that I believe was prepared by Sheila (amendment 11.8163.02009 – see attached # 2)

Chairman Holmberg: Where are we at right now in this budget? We are roughly X below the executive budget? Is it $900,000 below or is it....?

Sheila M. Sandness: I believe it's around $500,000 below in general fund.

Chairman Holmberg asked if there was any heartburn if we look at this amendment.

Rep. Monson: We did talk about this in SB 2150. Every student and every school should have the ability to have IVN (ND Interactive Video Network) and all the amenities. I don't care where they are located and for what reason they've been overlooked. For $131,000 to bring everyone up to speed, I agree with it.

Chairman Holmberg: I recommend that we take the amendments that Sheila has and draft them. We will schedule another meeting tomorrow morning, and those amendments would include what we will call the Kelsch amendment we just received, plus the additional language regarding the preparation of the budget for the School for the Deaf plus the changes that would allow 2013 to conform to the policy decisions made in 2150. Did I forget anything?

Sheila M. Sandness: And also any changes for the land and minerals trust fund? (Answer - yes) Did you want any language changes to the ND School for the Deaf separate budget ?

Chairman Holmberg: Yes.

Rep. Monson: The only other thing is that the House appropriations had moved $2.5M from the contingency transportation fund and we had it in limbo for awhile. We thought we had used it, but we hadn't so it is sitting in the 2011-2013 general fund. We used a part of it, but Sheila is aware of it and in our discussions of 2150, our intention was that it would come back into the contingency fund and go out as the Senate had it. That would be part of the reconciliation.

Chairman Holmberg: I heard two things here, Sheila?

Sheila M. Sandness: Currently, that $2.5M change is in the House amendments. That's part of the House amendments that you're including there, so I would not include that particular amendment in this amendment. You want to $5M to go out in 09-11, correct? (Answer – Yes.)

Chairman Holmberg: We'll meet again tomorrow morning and go over these amendments.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Appropriations Committee
Harvest Room, State Capitol

SB 2013 Conference Committee
April 26, 2011
Job # 16888

☒ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a conference committee hearing on SB 2013 – the Department of Public Instruction.

Minutes: See attached testimony # 1.

Conferees:
Senators Holmberg, Wardner and Robinson
Representatives Monson, Kelsch, and Williams

Sheila M. Sandness – Legislative Council; Joe Morrissette - OMB

Chairman Holmberg called the conference committee hearing to order on SB 2013 and roll call was taken.
We have some amendments (11.8163.02010 – see attached # 1). The bill goes back to the version that the Senate passed and then we add these amendments which, as I understand, should include the House amendments plus amendments to allow this bill to conform to the policy issues in SB 2150.

Sheila M. Sandness: The House will recede from its amendments and that the engrossed Senate bill will be amended as follows. (She then explained the bill.)

Chairman Holmberg asked if the mill levy reduction grants were in SB2150 or another bill.

Sheila M. Sandness replied that HB 1047 has the mill levy reduction grants currently.

Continuing with the explanation –

Chairman Holmberg asked if there were any questions on the amendments.

Rep. Kelsch: Is the $631,000 for gearing up for kindergarten – and that's directly appropriated in 2150 so that doesn't need to be reconciled in 2013?

Sheila M. Sandness: That is correct. That was a direct appropriation in SB 2150, so it's not included in this bill.

Chairman Holmberg: This committee has skinned that skunk twice and we didn't need to do it again so I'm glad that it's over there and Flakoll can talk about it. I won't have to.

Rep. Kelsch: Exactly, and that was the point. And it was 625, I was thinking of the 131.

Senator Robinson: Sheila, would you go back to page 7 and walk us through the transportation funding - the sentence in the middle of the page. I think I'm following it, but I just want to make certain. The statement is on page seven of the amendment.

Sheila M. Sandness: You mean the contingent supplemental transportation aid payments?

Senator Robinson: We're at $2.5M and we're going end up at $5M, but just walk through that.

Sheila M. Sandness: The 2009-11 biennium appropriation for the department included a contingent supplemental transportation aid payment that if certain conditions were met in the balance of the general fund that $5M would go out in 09-11. In the House, there was an amendment placed in 2013 to amend the 2009 session laws to change the $5M to $2.5M. That would've provided an additional $2.5M that would have remained in the general fund and been carried over to 11-13. That language was not included in the conference committee amendments so it's not included in the bill and therefore, the $5M that was in the contingent appropriation will go out.

Senator Robinson: Thank you.

Chairman Holmberg: You're happy about that? **Senator Robinson** replied yes.

Vote # 1 -
Senator Robinson moved amendment 11.8163.02010.
Rep. Monson seconded.

A Roll Call vote was taken. Yea: 6 Nay: 0

Vote # 2 -
Rep. Monson moved Do Pass on SB 2013 as Amended and the House recede from its amendments as printed on pages 1442-1449 and to further amend.
Senator Wardner seconded.

A Roll Call vote was taken. Yea: 6 Nay: 0

Rep. Monson will carry the bill in the House.
Senator Holmberg will carry the bill on the Senate floor.

11.8163.02010
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
Conference Committee
April 26, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1442-1449 of the Senate Journal and pages 1534-1540 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after the semicolon insert "to provide an appropriation to the information technology department; to provide an appropriation to the North Dakota university system office;"

Page 1, line 4, replace "alternative education program" with "continuing education"

Page 1, line 4, after "programs" insert "and medicaid matching funds,"

Page 1, line 4, remove "to"

Page 1, line 5, remove "provide a contingent appropriation;"

Page 1, line 10, after the semicolon insert "to provide a statement of legislative intent;"

Page 1, replace line 24 with:

"Operating expenses	30,770,801	(1,087,614)	29,683,187"

Page 2, replace line 1 with:

"Grants - State school aid	722,725,958	195,733,520	918,459,478"

Page 2, replace lines 6 and 7 with:

"Grants - Other grants	245,203,721	58,780,672	303,984,393
Grants - Mill levy reduction	295,000,000	(295,000,000)	0"

Page 2, replace lines 11 through 13 with:

"Total all funds	$1,468,777,356	($116,008,282)	$1,352,769,074
Less estimated income	360,597,766	90,605,657	451,203,423
Total general fund	$1,108,179,590	($206,613,939)	$901,565,651"

Page 3, replace lines 22 through 24 with:

"Grand total general fund	$1,122,401,382	($194,924,744)	$927,476,638
Grand total special funds	$364,672,954	$91,588,177	$456,261,131
Grand total all funds	$1,487,074,336	($103,336,567)	$1,383,737,769"

Page 4, remove line 21

Page 4, replace line 24 with:

"Total school for the blind - All funds		$70,200	$70,000"

Page 4, replace lines 26 and 27 with:

"Total school for the blind - General fund	$70,200	$70,000
Grand total - All funds	$156,055,588	$557,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$557,800"

Page 5, after line 3, insert:

"SECTION 3. ONE-TIME FUNDING - EDUCATION JOBS FUNDS. The federal education jobs funding of $21,517,716 appropriated to the superintendent of public instruction in subdivision 1 of section 1 of this Act is one-time funding for the 2011-13 biennium. The superintendent of public instruction may not request funding from the general fund to replace this one-time funding in its base budget request for the 2013-15 biennium.

SECTION 4. APPROPRIATION - STAGENET CONNECTIVITY - INFORMATION TECHNOLOGY DEPARTMENT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $131,000, or so much of the sum as may be necessary, to the information technology department for the purpose of completing school district connectivity to STAGEnet, for the biennium beginning July 1, 2011, and ending June 30, 2013.

SECTION 5. APPROPRIATION - SCHOLARSHIP PROGRAMS - STATE BOARD OF HIGHER EDUCATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the state board of higher education for the purpose of providing North Dakota academic and career and technical education scholarships, for the biennium beginning July 1, 2011, and ending June 30, 2013."

Page 5, remove lines 13 through 18

Page 6, after line 7, insert:

"SECTION 10. RESERVED FUNDS - CONTINGENT ADULT EDUCATION LEARNING CENTER GRANTS. The sum of $500,000, or so much of the sum as may be necessary, made available under section 19 of this Act, must be used by the department of public instruction for providing adult education learning center grants, for the biennium beginning July 1, 2011, and ending June 30, 2013. The department may provide grants of up to $250,000 during the first year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2012. Funding provided in the first year of the biennium is limited to the difference between federal funding available in federal fiscal year 2012 and $900,000. The department may use any remaining funds for adult education learning center grants during the second year of the biennium.

SECTION 11. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION. The sum of $100,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013.

1. The superintendent of public instruction shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:

   a. (1) Be licensed to teach by the education standards and practices board;

   (2) Have taught in this state during each of the last three school years; and

   (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;

   b. Be pursuing the requirements for a certificate in career development facilitation; or

   c. Be pursuing a school counselor credential.

2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district."

Page 6, remove lines 8 through 16

Page 6, line 17, after the first boldfaced dash insert "**MEDICAID MATCHING -**"

Page 6, line 17, after the second boldfaced period insert:

"1."

Page 6, line 23, after the second boldfaced period insert:

"2."

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 8, remove lines 13 through 31

Page 9, remove lines 1 through 18

Page 11, line 6, after "b." insert "Reserve the next five hundred thousand dollars, which is not subject to the provisions of section 54-44.1-11 and must be used in accordance with section 10 of this Act.

c."

Page 11, line 13, replace "54-44.1-1-11" with "54-44.1-11"

Page 11, after line 13, insert:

"**SECTION 21. LEGISLATIVE INTENT - 2013-15 SCHOOL FOR THE DEAF APPROPRIATION BILL.** It is the intent of the sixty-second legislative assembly that that the school for the deaf remain under the control of the superintendent of public

instruction during the 2011-13 biennium and that the governor include the recommended funding for the school for the deaf in a separate draft appropriations act for introduction to the sixty-third legislative assembly."

Page 11, line 21, replace "3, 17, and 18" with "6, 18, and 19"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Information Technology Department						
Total all funds	$0	$0	$131,000	$131,000	$0	$131,000
Less estimated income	0	0	0	0	0	0
General fund	$0	$0	$131,000	$131,000	$0	$131,000
Department of Public Instruction						
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074	$1,352,769,074	$0
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423	451,203,423	0
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651	$901,565,651	$0
University System Office						
Total all funds	$0	$0	$10,000,000	$10,000,000	$10,000,000	$0
Less estimated income	0	0	0	0	10,000,000	(10,000,000)
General fund	$0	$0	$10,000,000	$10,000,000	$0	$10,000,000
State Library						
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585	$7,398,585	$0
Less estimated income	2,134,610	2,134,610	0	2,134,610	2,134,610	0
General fund	$5,263,975	$5,263,975	$0	$5,263,975	$5,263,975	$0
School for the Deaf						
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779	$8,806,779	$0
Less estimated income	2,088,007	2,088,007	0	2,088,007	2,088,007	0
General fund	$6,718,772	$6,718,772	$0	$6,718,772	$6,718,772	$0
Vision Services - School for the Blind						
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331	$4,632,331	$0
Less estimated income	835,091	835,091	0	835,091	835,091	0
General fund	$4,080,240	$3,797,240	$0	$3,797,240	$3,797,240	$0
Bill total						
Total all funds	$1,715,693,858	$1,715,444,358	($331,706,589)	$1,383,737,769	$1,383,606,769	$131,000
Less estimated income	797,566,131	798,051,131	(341,790,000)	456,261,131	466,261,131	(10,000,000)
General fund	$918,127,727	$917,393,227	$10,083,411	$927,476,638	$917,345,638	$10,131,000

Senate Bill No. 2013 - Information Technology Department - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Complete Connectivity to STAGEnet			$131,000	$131,000		$131,000
Total all funds	$0	$0	$131,000	$131,000	$0	$131,000
Less estimated income	0	0	0	0	0	0
General fund	$0	$0	$131,000	$131,000	$0	$131,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Department No. 112 - Information Technology Department - Detail of Conference Committee

Changes

	Adds Funding for STAGEnet[1]	Total Conference Committee Changes
Complete Connectivity to STAGEnet	$131,000	$131,000
Total all funds	$131,000	$131,000
Less estimated income	0	0
General fund	$131,000	$131,000
FTE	0.00	0.00

[1] This amendment provides funding to complete school district connectivity to STAGEnet. This funding was not provided by the House or the Senate.

Senate Bill No. 2013 - Department of Public Instruction - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$14,409,300	$14,409,300		$14,409,300	$14,409,300	
Operating expenses	29,651,187	29,751,187	(68,000)	29,683,187	29,683,187	
Grants - State school aid	919,459,478	919,459,478	(1,000,000)	918,459,478	912,759,478	5,700,000
Grants - Special education contracts	16,000,000	16,000,000		16,000,000	16,000,000	
Grants - Transportation	48,500,000	48,500,000		48,500,000	48,500,000	
Grants - Other education	302,730,482	302,963,982	1,020,411	303,984,393	309,384,393	(5,400,000)
Grants - Mill levy reduction	341,790,000	341,790,000	(341,790,000)			
ATCS review panel	300,000				300,000	(300,000)
Education jobs fund	21,517,716	21,517,716		21,517,716	21,517,716	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	185,000	185,000		185,000	185,000	
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074	$1,352,769,074	$0
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423	451,203,423	0
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651	$901,565,651	$0
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for Grants[1]	Increases Funding for Adult Education Grants[2]	Adjusts State School Aid[3]	Adjusts Funding for Alternative Education Program Grants[4]	Decreases Funding for the Professional Development Advisory Committee[5]	Removes Funding for Mill Levy Reduction Grants[6]
Salaries and wages						
Operating expenses					(68,000)	
Grants - State school aid			(1,000,000)			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	120,000	1,060,411		(160,000)		
Grants - Mill levy reduction						(341,790,000)
ATCS review panel						
Education jobs fund						

Transportation efficiency						
National board certification						
Total all funds	$120,000	$1,060,411	($1,000,000)	($160,000)	($68,000)	($341,790,000)
Less estimated income	0	0	0	0	0	(341,790,000)
General fund	$120,000	$1,060,411	($1,000,000)	($160,000)	($68,000)	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total Conference Committee Changes
Salaries and wages	
Operating expenses	(68,000)
Grants - State school aid	(1,000,000)
Grants - Special education contracts	
Grants - Transportation	
Grants - Other education	1,020,411
Grants - Mill levy reduction	(341,790,000)
ATCS review panel	
Education jobs fund	
Transportation efficiency	
National board certification	
Total all funds	($341,837,589)
Less estimated income	(341,790,000)
General fund	($47,589)
FTE	0.00

[1] Funding for general fund grants is increased, the same as the House version, as follows:

	Increase	Total Provided
Atlantic Brucke/Atlantic Forum	$30,000	$105,000
North Central Council for School Television	40,000	485,000
Governor's School	50,000	460,000
Total	$120,000	$1,050,000

[2] Funding for adult education learning center grants is increased to provide a total of $3,110,411 from the general fund, the same as the House version.

In addition, Section 59 of Chapter 175 of the 2009 Session Laws is amended to provide that, after reserving the first $8 million of 2009-11 biennium unobligated state school aid for per student payments during the 2011-13 biennium, the next $500,000 is reserved for adult education learning center grants. The $500,000 is available to the department for additional adult education learning center grants if federal funding for adult education received by the department is less than $900,000 in any year of the 2011-13 biennium. The department may only spend up to $250,000 of these funds during the first year of the biennium. The House also included this provision.

[3] State school aid is adjusted to reflect the following changes to the weighting factors and per student payment rates adopted by the conference committee on Senate Bill 2150:

- $2,300,000 - Increase relating to an increase in the formula weighting factor for special education. The executive recommendation included, and the House and Senate versions approved an increase in the special education weighting factor from .07 to .073 for the 2011-13 biennium. The conference committee provided an increase from .073 to .079 during the second year of the biennium.
- ($3,300,000) - Decrease relating to changes to the per student payment rates provided in the conference committee report on Senate Bill No. 2150 compared to the Senate version of Senate

Bill No. 2150.

[4] Funding for alternative education program grants added by the Senate is adjusted to provide a total of $300,000. The executive recommendation did not include the alternative education program grants, and the House included legislative intent regarding the grants in Senate Bill No. 2150, but funding for the grants was not included in the House version of Senate Bill No. 2013.

[5] Funding is reduced to reflect a limit on the number of meetings of the Professional Development Advisory Committee in Senate Bill No. 2150, the same as the House version.

[6] Funding for mill levy reduction grants from the property tax sustainability fund included in the executive recommendation is removed, the same as the House. Funding is provided from the general fund in House Bill No. 1047.

This amendment removes:

- Section 5 relating to mill levy reduction grants, the same as the House.
- Section 8 relating to alternative education program grants, the same as the House. The distribution of the alternative middle school grants is provided in Senate Bill No. 2150.
- Section 10 relating to the teacher of the year program, the same as the House.
- Section 16 relating to a contingent appropriation for school district deferred maintenance and physical plant improvement grants, the same as the House.

This amendment does not include a section added by the House which would have reduced the 2009-11 contingent supplemental transportation aid payment by $2.5 million, from $5 million to $2.5 million.

Sections are added to the bill relating to:

- The distribution of continuing education grants, the same as the House.
- The distribution of unobligated 2009-11 state school aid reserved for adult education learning center grants.
- A separate budget bill for the North Dakota School for the Deaf for the 2013 legislative session rather than in the appropriation bill for the Department of Public Instruction, the same as the House.
- One-time funding from federal education jobs funding. This was not included in the Senate or House versions.

In addition, Section 9 of the bill relating to the gifted and talented program and Medicaid matching funds is amended to more clearly distinguish distribution, and Section 18 of the bill relating to an amendment of Section 59 of Chapter 175 of the 2009 Session Laws is amended to reserve an additional $500,000 of unobligated 2009-11 state school aid for 2011-13 adult education learning center grants, the same as the House.

Senate Bill No. 2013 - University System Office - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
North Dakota Scholarship Program					$10,000,000	($10,000,000)
North Dakota scholarship program			10,000,000	10,000,000		10,000,000
Total all funds	$0	$0	$10,000,000	$10,000,000	$10,000,000	$0
Less estimated income	0	0	0	0	10,000,000	(10,000,000)
General fund	$0	$0	$10,000,000	$10,000,000	$0	$10,000,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Department No. 215 - University System Office - Detail of Conference Committee Changes

	Provides Funding for the North Dakota Scholarship Program[1]	Total Conference Committee Changes
North Dakota Scholarship Program		
North Dakota scholarship program	10,000,000	10,000,000
Total all funds	$10,000,000	$10,000,000
Less estimated income	0	0

[1] This amendment adds a section providing $10 million for North Dakota academic and career and technical education scholarships from the general fund. The Senate approved a continuing appropriation from the lands and minerals trust fund to provide for these scholarships and the House removed the continuing appropriation to provide a biennial appropriation from the lands and minerals trust fund.

Senate Bill No. 2013 - State Library - Conference Committee Action

The conference committee did not change the Senate version for the State Library, the same as the House.

Senate Bill No. 2013 - School for the Deaf - Conference Committee Action

The conference committee did not change the Senate version for the School for the Deaf, the same as the House.

Senate Bill No. 2013 - Vision Services - School for the Blind - Conference Committee Action

The conference committee did not change the Senate version for North Dakota Vision Services - School for the Blind, the same as the House.

2011 SENATE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Senate Appropriations

Bill/Resolution No. SB 2013 as (re) engrossed

Date: 4-26-11

Roll Call Vote #: 1

11.8163.02010

Action Taken

- ☐ SENATE accede to House amendments
- ☐ SENATE accede to House amendments and further amend
- ☐ HOUSE recede from House amendments
- ☐ HOUSE recede from House amendments and amend as follows

Senate/House Amendments on SJ/HJ page(s) --

- ☐ Unable to agree, recommends that the committee be discharged and a new committee be appointed

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

Motion Made by: Robinson Seconded by: Monson

Senators	4-25	4-26	Yes	No		Representatives	4-25	4-26	Yes	No
Senator Holmberg	✓	✓	✓			Rep. Monson	✓	✓	✓	
Senator Wardner	✓	✓	✓			Rep. Kelsch	✓	✓	✓	
Senator Robinson	✓	✓	✓			Rep. Williams	✓	✓	✓	

Vote Count: Yes 6 No 0 Absent _____

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

2011 SENATE CONFERENCE COMMITTEE ROLL CALL VOTES

Committee: Senate Appropriations

Bill/Resolution No. SB 2013 as (re) engrossed

Date: 4-26-11

Roll Call Vote #: 2 on SB 2013

Action Taken

- ☐ SENATE accede to House amendments
- ☐ SENATE accede to House amendments and further amend
- ☐ HOUSE recede from House amendments
- ☒ HOUSE recede from House amendments and amend as follows

Senate/House Amendments on SJ/HJ page(s) --

☐ Unable to agree, recommends that the committee be discharged and a new committee be appointed

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

Motion Made by: Monson Seconded by: Wardner

Senators	Yes	No	Representatives	Yes	No
Senator Holmberg	✓		Rep. Monson	✓	
Senator Wardner	✓		Rep. Kelsch	✓	
Senator Robinson	✓		Rep. Williams	✓	

Vote Count: Yes 6 No 0 Absent _____

Senate Carrier _____ House Carrier _____

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

go on after 2150

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Wardner, Robinson and Reps. Monson, R. Kelsch, Williams) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ pages 1442-1449, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1442-1449 of the Senate Journal and pages 1534-1541 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after the semicolon insert "to provide an appropriation to the information technology department; to provide an appropriation to the North Dakota university system office;"

Page 1, line 4, replace "alternative education program" with "continuing education"

Page 1, line 4, after "programs" insert "and medicaid matching funds,"

Page 1, line 4, remove "to"

Page 1, line 5, remove "provide a contingent appropriation;"

Page 1, line 10, after the semicolon insert "to provide a statement of legislative intent;"

Page 1, replace line 24 with:

"Operating expenses	30,770,801	(1,087,614)	29,683,187"

Page 2, replace line 1 with:

"Grants - State school aid	722,725,958	195,733,520	918,459,478"

Page 2, replace lines 6 and 7 with:

"Grants - Other grants	245,203,721	58,780,672	303,984,393
Grants - Mill levy reduction	295,000,000	(295,000,000)	0"

Page 2, replace lines 11 through 13 with:

"Total all funds	$1,468,777,356	($116,008,282)	$1,352,769,074
Less estimated income	360,597,766	90,605,657	451,203,423
Total general fund	$1,108,179,590	($206,613,939)	$901,565,651"

Page 3, replace lines 22 through 24 with:

"Grand total general fund	$1,122,401,382	($194,924,744)	$927,476,638
Grand total special funds	364,672,954	91,588,177	456,261,131
Grand total all funds	$1,487,074,336	($103,336,567)	$1,383,737,769"

Page 4, remove line 21

Page 4, replace line 24 with:

"Total school for the blind - All funds	$70,200	$70,000"

Page 4, replace lines 26 and 27 with:

"Total school for the blind - General fund	$70,200	$70,000
Grand total - All funds	$156,055,588	$557,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$557,800"

Page 5, after line 3, insert:

"SECTION 3. ONE-TIME FUNDING - EDUCATION JOBS FUNDS. The federal education jobs funding of $21,517,716 appropriated to the superintendent of public instruction in subdivision 1 of section 1 of this Act is one-time funding for the 2011-13 biennium. The superintendent of public instruction may not request funding from the general fund to replace this one-time funding in its base budget request for the 2013-15 biennium.

SECTION 4. APPROPRIATION - STAGENET CONNECTIVITY - INFORMATION TECHNOLOGY DEPARTMENT. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $131,000, or so much of the sum as may be necessary, to the information technology department for the purpose of completing school district connectivity to STAGEnet, for the biennium beginning July 1, 2011, and ending June 30, 2013.

SECTION 5. APPROPRIATION - SCHOLARSHIP PROGRAMS - STATE BOARD OF HIGHER EDUCATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $10,000,000, or so much of the sum as may be necessary, to the state board of higher education for the purpose of providing North Dakota academic and career and technical education scholarships, for the biennium beginning July 1, 2011, and ending June 30, 2013."

Page 5, remove lines 13 through 18

Page 6, after line 7, insert:

"SECTION 10. RESERVED FUNDS - CONTINGENT ADULT EDUCATION LEARNING CENTER GRANTS. The sum of $500,000, or so much of the sum as may be necessary, made available under section 19 of this Act, must be used by the department of public instruction for providing adult education learning center grants, for the biennium beginning July 1, 2011, and ending June 30, 2013. The department may provide grants of up to $250,000 during the first year of the biennium only if federal funding available to the state for adult education is less than $900,000 in federal fiscal year 2012. Funding provided in the first year of the biennium is limited to the difference between federal funding available in federal fiscal year 2012 and $900,000. The department may use any remaining funds for adult education learning center grants during the second year of the biennium.

SECTION 11. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION. The sum of $100,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013.

1. The superintendent of public instruction shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:

   a. (1) Be licensed to teach by the education standards and practices board;

(2) Have taught in this state during each of the last three school years; and

(3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;

b. Be pursuing the requirements for a certificate in career development facilitation; or

c. Be pursuing a school counselor credential.

2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district."

Page 6, remove lines 8 through 16

Page 6, line 17, after the first boldfaced dash insert "**MEDICAID MATCHING -**"

Page 6, line 17, after the second boldfaced period insert:

"1."

Page 6, line 23, after the period insert:

"2."

Page 6, remove lines 29 through 31

Page 7, remove lines 1 through 5

Page 8, remove lines 13 through 31

Page 9, remove lines 1 through 18

Page 11, line 6, after "b." insert "Reserve the next five hundred thousand dollars, which is not subject to the provisions of section 54-44.1-11 and must be used in accordance with section 10 of this Act.

c."

Page 11, line 13, replace "54-44.1-1-11" with "54-44.1-11"

Page 11, after line 13, insert:

"**SECTION 21. LEGISLATIVE INTENT - 2013-15 SCHOOL FOR THE DEAF APPROPRIATION BILL.** It is the intent of the sixty-second legislative assembly that that the school for the deaf remain under the control of the superintendent of public instruction during the 2011-13 biennium and that the governor include the recommended funding for the school for the deaf in a separate draft appropriations act for introduction to the sixty-third legislative assembly."

Page 11, line 21, replace "3, 17, and 18" with "6, 18, and 19"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Information Technology Department						
Total all funds	$0	$0	$131,000	$131,000	$0	$131,000
Less estimated income	0	0	0	0	0	0
General fund	$0	$0	$131,000	$131,000	$0	$131,000
Department of Public Instruction						
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074	$1,352,769,074	$0
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423	451,203,423	0
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651	$901,565,651	$0
University System Office						
Total all funds	$0	$0	$10,000,000	$10,000,000	$10,000,000	$0
Less estimated income	0	0	0	0	10,000,000	(10,000,000)
General fund	$0	$0	$10,000,000	$10,000,000	$0	$10,000,000
State Library						
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585	$7,398,585	$0
Less estimated income	2,134,610	2,134,610	0	2,134,610	2,134,610	0
General fund	$5,263,975	$5,263,975	$0	$5,263,975	$5,263,975	$0
School for the Deaf						
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779	$8,806,779	$0
Less estimated income	2,088,007	2,088,007	0	2,088,007	2,088,007	0
General fund	$6,718,772	$6,718,772	$0	$6,718,772	$6,718,772	$0
Vision Services - School for the Blind						
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331	$4,632,331	$0
Less estimated income	835,091	835,091	0	835,091	835,091	0
General fund	$4,080,240	$3,797,240	$0	$3,797,240	$3,797,240	$0
Bill total						
Total all funds	$1,715,693,858	$1,715,444,358	($331,706,589)	$1,383,737,769	$1,383,606,769	$131,000
Less estimated income	797,566,131	798,051,131	(341,790,000)	456,261,131	466,261,131	(10,000,000)
General fund	$918,127,727	$917,393,227	$10,083,411	$927,476,638	$917,345,638	$10,131,000

Senate Bill No. 2013 - Information Technology Department - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Complete Connectivity to STAGEnet			$131,000	$131,000		$131,000
Total all funds	$0	$0	$131,000	$131,000	$0	$131,000
Less estimated income	0	0	0	0	0	0
General fund	$0	$0	$131,000	$131,000	$0	$131,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Department No. 112 - Information Technology Department - Detail of Conference Committee Changes

	Adds Funding for STAGEnet[1]	Total Conference Committee Changes
Complete Connectivity to STAGEnet	$131,000	$131,000
Total all funds	$131,000	$131,000
Less estimated income	0	0
General fund	$131,000	$131,000

FTE	0.00	0.00

[1] This amendment provides funding to complete school district connectivity to STAGEnet. This funding was not provided by the House or the Senate.

Senate Bill No. 2013 - Department of Public Instruction - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$14,409,300	$14,409,300		$14,409,300	$14,409,300	
Operating expenses	29,651,187	29,751,187	(68,000)	29,683,187	29,683,187	
Grants - State school aid	919,459,478	919,459,478	(1,000,000)	918,459,478	912,759,478	5,700,000
Grants - Special education contracts	16,000,000	16,000,000		16,000,000	16,000,000	
Grants - Transportation	48,500,000	48,500,000		48,500,000	48,500,000	
Grants - Other education	302,730,482	302,963,982	1,020,411	303,984,393	309,384,393	(5,400,000)
Grants - Mill levy reduction	341,790,000	341,790,000	(341,790,000)			
ATCS review panel	300,000				300,000	(300,000)
Education jobs fund	21,517,716	21,517,716		21,517,716	21,517,716	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	185,000	185,000		185,000	185,000	
Total all funds	$1,694,573,163	$1,694,606,663	($341,837,589)	$1,352,769,074	$1,352,769,074	$0
Less estimated income	792,508,423	792,993,423	(341,790,000)	451,203,423	451,203,423	0
General fund	$902,064,740	$901,613,240	($47,589)	$901,565,651	$901,565,651	$0
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Increases Funding for Grants[1]	Increases Funding for Adult Education Grants[2]	Adjusts State School Aid[3]	Adjusts Funding for Alternative Education Program Grants[4]	Decreases Funding for the Professional Development Advisory Committee[5]	Removes Funding for Mill Levy Reduction Grants[6]
Salaries and wages						
Operating expenses					(68,000)	
Grants - State school aid			(1,000,000)			
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	120,000	1,060,411		(160,000)		
Grants - Mill levy reduction						(341,790,000)
ATCS review panel						
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$120,000	$1,060,411	($1,000,000)	($160,000)	($68,000)	($341,790,000)
Less estimated income	0	0	0	0	0	(341,790,000)
General fund	$120,000	$1,060,411	($1,000,000)	($160,000)	($68,000)	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Total Conference Committee Changes
Salaries and wages	
Operating expenses	(68,000)
Grants - State school aid	(1,000,000)

Grants - Special education contracts	
Grants - Transportation	
Grants - Other education	1,020,411
Grants - Mill levy reduction	(341,790,000)
ATCS review panel	
Education jobs fund	
Transportation efficiency	
National board certification	
Total all funds	($341,837,589)
Less estimated income	(341,790,000)
General fund	($47,589)
FTE	0.00

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[1] Funding for general fund grants is increased, the same as the House version, as follows:

	Increase	Total Provided
Atlantic Brucke/Atlantic Forum	$30,000	$105,000
North Central Council for School Television	40,000	485,000
Governor's School	50,000	460,000
Total	$120,000	$1,050,000

[2] Funding for adult education learning center grants is increased to provide a total of $3,110,411 from the general fund, the same as the House version.

In addition, Section 59 of Chapter 175 of the 2009 Session Laws is amended to provide that, after reserving the first $8 million of 2009-11 biennium unobligated state school aid for per student payments during the 2011-13 biennium, the next $500,000 is reserved for adult education learning center grants. The $500,000 is available to the department for additional adult education learning center grants if federal funding for adult education received by the department is less than $900,000 in any year of the 2011-13 biennium. The department may only spend up to $250,000 of these funds during the first year of the biennium. The House also included this provision.

[3] State school aid is adjusted to reflect the following changes to the weighting factors and per student payment rates adopted by the conference committee on Senate Bill 2150:

- $2,300,000 - Increase relating to an increase in the formula weighting factor for special education. The executive recommendation included, and the House and Senate versions approved an increase in the special education weighting factor from .07 to .073 for the 2011-13 biennium. The conference committee provided an increase from .073 to .079 during the second year of the biennium.
- ($3,300,000) - Decrease relating to changes to the per student payment rates provided in the conference committee report on Senate Bill No. 2150 compared to the Senate version of Senate Bill No. 2150.

[4] Funding for alternative education program grants added by the Senate is adjusted to provide a total of $300,000. The executive recommendation did not include the alternative education program grants, and the House included legislative intent regarding the grants in Senate Bill No. 2150, but funding for the grants was not included in the House version of Senate Bill No. 2013.

[5] Funding is reduced to reflect a limit on the number of meetings of the Professional Development Advisory Committee in Senate Bill No. 2150, the same as the House version.

[6] Funding for mill levy reduction grants from the property tax sustainability fund included in the executive recommendation is removed, the same as the House. Funding is provided

from the general fund in House Bill No. 1047.

This amendment removes:

- Section 5 relating to mill levy reduction grants, the same as the House.
- Section 8 relating to alternative education program grants, the same as the House. The distribution of the alternative middle school grants is provided in Senate Bill No. 2150.
- Section 10 relating to the teacher of the year program, the same as the House.
- Section 16 relating to a contingent appropriation for school district deferred maintenance and physical plant improvement grants, the same as the House.

This amendment does not include a section added by the House which would have reduced the 2009-11 contingent supplemental transportation aid payment by $2.5 million, from $5 million to $2.5 million.

Sections are added to the bill relating to:

- The distribution of continuing education grants, the same as the House.
- The distribution of unobligated 2009-11 state school aid reserved for adult education learning center grants.
- A separate budget bill for the North Dakota School for the Deaf for the 2013 legislative session rather than in the appropriation bill for the Department of Public Instruction, the same as the House.
- One-time funding from federal education jobs funding. This was not included in the Senate or House versions.

In addition, Section 9 of the bill relating to the gifted and talented program and Medicaid matching funds is amended to more clearly distinguish distribution, and Section 18 of the bill relating to an amendment of Section 59 of Chapter 175 of the 2009 Session Laws is amended to reserve an additional $500,000 of unobligated 2009-11 state school aid for 2011-13 adult education learning center grants, the same as the House.

Senate Bill No. 2013 - University System Office - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
North Dakota Scholarship Program					$10,000,000	($10,000,000)
North Dakota scholarship program			10,000,000	10,000,000		10,000,000
Total all funds	$0	$0	$10,000,000	$10,000,000	$10,000,000	$0
Less estimated income	0	0	0	0	10,000,000	(10,000,000)
General fund	$0	$0	$10,000,000	$10,000,000	$0	$10,000,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Department No. 215 - University System Office - Detail of Conference Committee Changes

	Provides Funding for the North Dakota Scholarship Program[1]	Total Conference Committee Changes
North Dakota Scholarship Program		
North Dakota scholarship program	10,000,000	10,000,000
Total all funds	$10,000,000	$10,000,000

Less estimated income	0	0
General fund	$10,000,000	$10,000,000
FTE	0.00	0.00

[1] This amendment adds a section providing $10 million for North Dakota academic and career and technical education scholarships from the general fund. The Senate approved a continuing appropriation from the lands and minerals trust fund to provide for these scholarships and the House removed the continuing appropriation to provide a biennial appropriation from the lands and minerals trust fund.

Senate Bill No. 2013 - State Library - Conference Committee Action

The conference committee did not change the Senate version for the State Library, the same as the House.

Senate Bill No. 2013 - School for the Deaf - Conference Committee Action

The conference committee did not change the Senate version for the School for the Deaf, the same as the House.

Senate Bill No. 2013 - Vision Services - School for the Blind - Conference Committee Action

The conference committee did not change the Senate version for North Dakota Vision Services - School for the Blind, the same as the House.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

2011 TESTIMONY

SB 2013

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
JANUARY10, 2010
By Dr. Wayne G. Sanstead, State Superintendent
701-328-4570
Department of Public Instruction

Good morning Mr. Chairman and members of the Senate Appropriations Committee:

For the record, my name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to introduce my departments budget as presented in SB 2013.

The Department of Public Instruction, together with the ND Education Standards and Practices Board, the ND Department of Career and Technical Education, and the ND University System have identified a number of areas necessary to improve student readiness for college and work in North Dakota. They are summarized in the handout provided to you, along with a copy of my budget remarks. This three-fold brochure was prepared by the North Dakota P20 Agency Group. P20 was organized in December of 2006 to focus on creating a uniform state education agenda, pre-kindergarten through college, and complementing the work of the ND Commission on Education Improvement and the original 2004 P-16 Education Task Force. A similar document –*Graduation Pays in North Dakota* - was prepared and submitted to the 61st legislative session by the P20 Agency Group. The purpose of the documents is to raise public awareness about concerns and issues relative to college readiness and work preparation of North Dakota high school students in meeting the needs of North Dakota's future workforce.

As you know, in 2007, the 60th legislative assembly focused on the equity of the school finance formula and enacted substantial reforms in the funding system, as recommended by

the Commission on Education Improvement. In 2009 the 61st legislative assembly focused on the adequacy of the school finance system based on recommendations made by the Commission on Education Improvement. DPI, and our education partners, worked hard to accomplish the legislative initiatives enacted into law during the last two sessions. Specific accomplishments include

- Working with school districts to adopt professional development plans and forming a professional development advisory committee, as stipulated in NDCC 15.1-18.2;
- Implementing and administering the ND Academic and ND Career and Technical Education Scholarship programs,
- Annually administering either the ACT or the WorkKeys assessments to all high school juniors to support the readiness and transition of students into college or the workforce,
- Awarding school improvement funding to assist 62 low-achieving schools by implementing educational strategies and reforms aimed at raising student achievement levels and meeting adequate early progress requirements,
- Launching a new initiative entitled North Dakota Moving to Improve Learning for Everyone – better known by educators as NDMILE. NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement,
- Further, DPI, collaborating with CTE, revised school approval requirements, credentialed and trained career advisors, thus allowing career advisors to fulfill up to one-third of school districts' counselor requirements. Our preliminary data indicates that students in schools with career advisors receive more information on career choices and available scholarships

It is a good beginning, but the status quo, in my view, it is not good enough! We need continued funding to fully implement over time several of these initiatives if we are to re-invigorate stagnant North Dakota student achievement levels. It is my belief that we cannot hold teachers responsible for student achievement if they do not have the training or the necessary tools available to them; teachers need training in content and achievement standards, data analysis, alternative teaching methods and the use of classroom technology. Similarly, administrators cannot be held accountable for student achievement without appropriate funding and legislative support. We ask that you fund our requests in areas that will provide schools the necessary professional development and the tools (NDMile) necessary to improve student achievement. The 61st Legislative Assembly also put into law new requirements for the Joint Board of Education: (1) to develop high standards and expectations for all students at all levels of the education continuum; (2) to ensure that all students have access to challenging curricula; (3) to ensure that the individuals instructing students at all levels of the education continuum are highly qualified and capable; and (4), to expand professional growth and development opportunities to individuals instructing students at all levels of the education continuum.

These are truly lofty goals, but if we are to meet these requirements, we must continue the evolution of academic content standards and state assessments. As you know, we must be able to identify what students should know and be able to do, to meet readiness expectations for college and work - regardless of school size or location. Schools must have the resources to provide challenging courses so that all students have access to curricula aligned with state standards. Although DPI has worked diligently to develop high standards and assessments,

schools are not mandated to utilize them. We ask that you fund our budget request to continue the development and implementation of content standards and assessments. I believe this is a critical component to improving student success and ensuring that North Dakota students remain viable nationally – and internationally, in a very competitive, global environment.

I want to note my deep concern about the national commitment that North Dakota made to be a signatory state for the one-time, federal stimulus grant as a part of the American Recovery and Investment Act of 2009. Both Governor John Hoeven and I developed and signed an application/plan guaranteeing the USDOE that North Dakota would meet the baseline assurances to (1) adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in a global economy, (2) build data systems that measure student growth and success and inform teachers and principals about how they can improve instruction, (3) recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most, and (4), turn around the lowest-performing schools.

This is not the time to decrease the emphasis or importance of K-12 initiatives. As members of the 61st legislative assembly, you laid the ground work to meet the many challenges facing North Dakota's education system, but there is still much work to be done. Student success will enhance economic development initiatives and continue to provide a quality workforce for business and industry in North Dakota.

However, I do not want these challenges to overshadow our strengths. North Dakota citizens recognize the importance, and are involved, in their schools; we have developed an excellent partnership between schools and universities; today's teachers are better prepared

and have numerous opportunities for networking and continuous learning; schools are more inclusive and the curriculum is more predictable across school districts; we have a high quality technology infrastructure that reduces isolation and expands curricular choices.

Finally, I do want to express my appreciation for executive budget recommendations which give some recognition of our competitive grant writing needs and the continuation of the Indian Education Advisory Committee created last session. The grant writing funds will help us overcome a disturbing national trend to significantly reduce the number of federal formula grants to states and, a press toward making federal education grants competitive. The recommendation to fund the Indian Education Advisory Committee assures a continuing dialogue and communication between the Indian tribal councils and the Department relative to meeting the unique needs of Indian students.

In closing, I am pleased to provide you a copy of the December 14 Bismarck Tribune Editorial – one of many such editorials recently appearing in newspapers across the state. I fully agree with this one, titled ***Better than average not enough.*** The closing paragraphs, specifically state, "If parents, teachers and communities believe education and student performance are important, then together they can create an environment that nurtures education. Add appropriate funding, a reasonable level of accountability and a stable education philosophy, and those test results can very well improve." The final paragraph says it all, "It's the responsibility of all of us in our communities. We are talking about our children, not abstract statistics."

As elected state leaders, we rely on you to adopt and enact legislation to further address the needs identified by the P-20 Agency Group and the Commission on Education Improvement. We can't make the necessary improvements without legislative support and your understanding and appreciation of the educational issues.

Mr. Chairman, this completes my testimony. Thank you for your kind attention. I will now turn the podium over to Carmen Suminski, Superintendent of the ND School for the Deaf and Division of Vision Services. Carmen will introduce the budget requests for these two divisions of the Department.

TUESDAY, DECEMBER 14, 2010

Opinion

"Seeking to find and publish the truth, that the people of a great state might have a light by which to guide their destiny."
— Stella Mann, Tribune publisher, 1939

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TRIBUNE EDITORIAL

Better than average not enough

American teachers and students, including those in North Dakota, have been getting beat up for years. Presidents from both political parties have felt obligated to fix education. U.S. business and industry typically complain that young people entering the job market are under-educated. There are commissions on accountability, curriculum, teacher education, school funding and testing.

Now a new poll says the finger of blame has turned from the classroom to the home. A majority of Americans believe it isn't teachers who are failing students, but parents are failing in the education of their children.

It would be easier to improve student test scores if education were a simpler task and blame for failure could be fixed on just one factor. Raising and educating children isn't simple, especially when you are judging children nationwide based on test scores. Successful education hinges not just on the quality of the relationship between student and parent, or student and teacher, but quality efforts from teachers, school officials, parents and community.

Looking for a single solution for schools understates the issue.

In North Dakota, conventional wisdom is that we have great schools. And the state's students test better than the national average. Unfortunately, that's just part of the story.

The recent results of the Program for International Student Assessment, which tests 15-year-olds in nations around the world, show a floundering U.S. education system.

In the PISA results, students from Shanghai came in first, and U.S. students finished 24th or 25th in most subjects. In reading, Shanghai students scored an average 556, while U.S. students scored 500 points and finished 17th. In science, Shanghai students were again first with 575 points, Finland second with 554 points and the U.S. was 23rd with 502 points. In math, first was Shanghai with 600 points, second was Singapore with 562, Germany had 513 points and the U.S. had 487 points and finished 31st.

Given these kinds of figures, having North Dakota students test above average in the U.S. isn't good enough.

Analysts tell us that spending on education isn't a primary indicator of success in the classroom, nor is a country's national wealth. However, factors like the level of education of parents and how teachers are trained make a statistical difference in results.

If parents, teachers and communities believe education and student performance are important, then together they can create an environment that nurtures education. Add appropriate funding, a reasonable level of accountability and a stable education philosophy, and those test results can very well improve.

Putting the blame for poor performance on parents accomplishes little. Nor is it all the teachers' responsibility.

It's the responsibility of all of us in our communities. We are talking about our children, not abstract statistics.

SB 2013
1-10-11
Dr. Wayne Sanstead
2

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1	2	3	4	5	6
PRIORITY	**DESCRIPTION**	**2009-11 APPROPRIATION (Base Budget)**	**2011-13 DEPARTMENT REQUEST**	**2011-13 EXECUTIVE RECOMMENDATION**	**DIFFERENCE BETWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)**
1	General Fund Operating	$3,602,319	$885,880	$551,880	$334,000
2	General Fund Salary	$4,337,836	$76,692	$76,692	$0
3	MIS - STARS Maintenance / Development	$0	[1] $878,000	$384,000	$494,000
4	State Assessment System	$1,417,928	$2,373,900	$763,586	$1,610,314
5	Language Arts (Writing) Standards	$0	$310,000	$0	$310,000
6	Math & English Language Arts (Content Standards	$0	$650,000	$0	$650,000
7	Foreign Language & the Arts (Standards Revision)	$0	$590,000	$0	$590,000
8	Adult Education - Adult Learning Centers	$1,850,000	$1,800,000	$0	$1,800,000
9	NDMILE	$0	$750,000	$0	$750,000
10	Professional Development Program	$0	$1,000,000	$0	$1,000,000
	TOTAL GENERAL FUNDS	**$11,208,083**	**$9,314,472**	**$1,776,158**	**$7,538,314**

[1] $500,000 - One-Time Funding

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1 NUMBER	2 DESCRIPTION	3 2009-11 APPROPRIATION (Base Budget)		4 2011-13 DEPARTMENT REQUEST	5 2011-13 EXECUTIVE RECOMMENTATION	6 DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	$20,000
12	Red River Writing Project	$70,000		$5,000	$0	$5,000
13	We The People Program	$18,000		$4,000	$4,000	$0
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	$90,000
15	North Central Council of School Television	$445,000		$75,000	$0	$75,000
16	North Dakota Governor's School	$410,000		$80,000	$0	$80,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	$180,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0
21	North Dakota LEAD Center	$260,000		$15,000	$0	$15,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**$465,000**

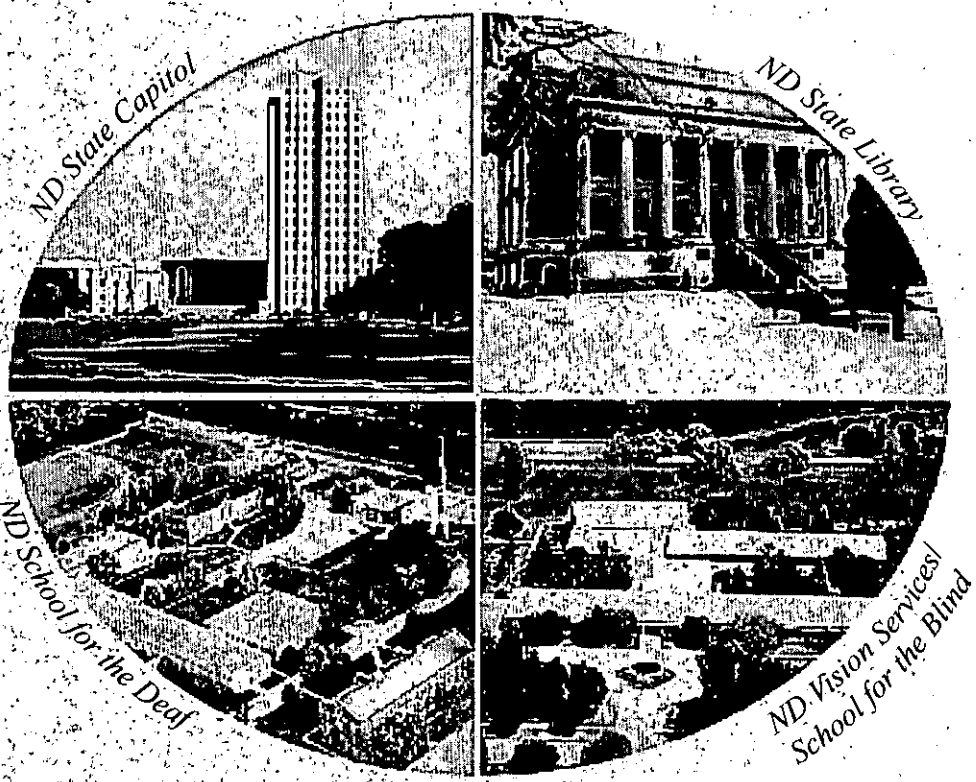
[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee



January, 2011

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
Monday, January 10, 2011
Harvest Room – 8:30 A.M.

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

School for the Deaf – *Carmen Grove Suminski & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Hulen Bivins & Cindy Clairmont-Schmidt*

Administrative Funding – *Bonnie Miller*

Optional Adjustments (Part I) – *Bonnie Miller*

(1) **General Fund Operating** – *Steph Gullickson*
(2) **General Fund Salary** – *Steph Gullickson*
(3) **MIS – STARS Maintenance/Development** – *Steve Snow*
(4) **State Assessment System** – *Greg Gallagher*
(5) **Language Arts (Writing) Standards** – *Greg Gallagher*
(6) **Math & English Language Arts (Content Standards)** – *Greg Gallagher*
(7) **Foreign Language & the Arts (Standards Revision)** – *Greg Gallagher*
(8) **Adult Education – Adult Learning Centers** – *Valerie Fischer*
(9) **NDMILE** – *Lois Myran*
(10) **Professional Development Program** – *Lois Myran*

Special Education Services – *Gary Gronberg*

Demographics & School Organization Update – *Jerry Coleman & Bob Marthaller*

TESTIMONY ON SB 2013

SENATE APPROPRIATIONS COMMITTEE

Tuesday, January 11, 2011
Harvest Room - 8:30 A.M.

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *Bonnie Miller*

(11) North Dakota Museum of Art – *Matt Wallace*
(12) Red River Valley Writing Project – *Kim Donehower*
(13) We the People Program – *Donna Person*
(14) Young Entrepeneur Education Program – *Barry Striegel*
(15) North Central Council of School Television – *Bev Pearson*
(16) Governor's School – *Lonnie Hass*
(17) Northern Plains Writing Project – *Ron Fischer*
(18) Teacher Center Network – *Deb Sisco*
(19) Education Standards & Practices Board – *Janet Welk*
(20) Education Standards & Practices Board – *Janet Welk*
(21) ND LEAD Consortium – *Jim Stenhjem*
(22) North Dakota Early Learning Council – *Kim Mertz*
(23) Atlantik-Brucke – *Jon Martinson*

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

INDEX

Funding Analysis ..... *Page 1*

Current FTE's ..... *Page 4*

Federal Grant Funding ..... *Page 7*

Federal Grant Descriptions ..... *Page 9*

Optional Request Summary (DPI) ..... *Page 17*

General Operating Fund ..... *Page 18*

Optional Request Narrative (DPI) ..... *Page 19*

Optional Request Summary (Pass-Through Grants) ..... *Page 29*

Optional Request Narrative (Pass-Through Grants) ..... *Page 30*

Special Education Services ..... *Page 37*

ND K-12 2010-11 Statistics ..... *Page 40*

Regional Education Associations 2010-11 ..... *Page 41*

ND Public K-12 Enrollment ..... *Page 42*

K-12 Public School Enrollment Cohorts ..... *Page 43*

Public School Enrollment by County ..... *Page 44*

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1	2	3	4	5	
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	
1	**FTE Employees**	**99.75**	**99.75**	**99.75**	**99.75**	**99.75**	
	Operations:						
2	Salaries & Wages	$ 13,654,455.00	$ 13,654,455.00	$ -	$ 14,409,300.00	$ 754,845.00	1
3	Operating Expenses	$ 31,270,801.00	$ 31,270,801.00	$ -	$ 29,651,187.00	$ (1,619,614.00)	2
4	Capital Assets	$ -	$ -	$ -	$ -	$ -	
5	**Total**	**$44,925,256.00**	**$44,925,256.00**	**$ -**	**$ 44,060,487.00**	**$ (864,769.00)**	
	Funding Sources:						
6	General Fund	**$ 8,065,211.00**	**$ 8,065,211.00**	$ -	**$ 10,566,762.00**	**$ 2,501,551.00**	
7	Federal Funds	**$ 35,794,642.00**	**$ 35,794,642.00**	$ -	**$ 32,432,116.00**	**$ (3,362,526.00)**	
8	Other Funds	**$ 1,065,403.00**	**$ 1,065,403.00**	$ -	**$ 1,061,609.00**	**$ (3,794.00)**	
	Grants:						
	State						
9	State School Aid	$ 808,370,295.00	$ 808,370,295.00	$ -	$ 919,459,478.00	$ 111,089,183.00	
10	Grants - Supplemental One-Time	$ 85,644,337.00	$ 85,644,337.00	$ -	$ -	$ (85,644,337.00)	
11	Supplemental Operations Grants	$ 16,795,584.00	$ 16,795,584.00	$ -	$ -	$ (16,795,584.00)	
12	Mill Levy Reductions	$ 295,000,000.00	$ 295,000,000.00	$ -	$ 341,790,000.00	$ 46,790,000.00	
13	Special Education	$ 15,500,000.00	$ 15,500,000.00	$ -	$ 16,000,000.00	$ 500,000.00	
14	Transportation	$ 43,500,000.00	$ 43,500,000.00	$ -	$ 48,500,000.00	$ 5,000,000.00	
15	Governor's School	$ 410,000.00	$ 410,000.00	$ -	$ 410,000.00	$ -	
16	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 260,000.00	$ -	
17	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 360,000.00	$ -	
19	Adult Education Matching Funds	$ 1,850,000.00	$ 1,850,000.00	$ -	$ 1,850,000.00	$ -	
20	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ -	
21	North Dakota Museum of Art	$ 345,000.00	$ 345,000.00	$ -	$ 360,000.00	$ 15,000.00	
22	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 83,000.00	$ -	
23	Red River Writing Project	$ 70,000.00	$ 70,000.00	$ -	$ 70,000.00	$ -	

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1	2	3	4	5
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE
24	North Central Council for School Television	$ 445,000.00	$ 445,000.00	$ -	$ 445,000.00	$ -
25	North Dakota Geographic Alliance	$ 226,000.00	$ 226,000.00	$ -	$ -	$ (226,000.00)
26	Atlantic Brucke Teacher Exchange	$ 75,000.00	$ 75,000.00	$ -	$ 75,000.00	$ -
27	We the People	$ 18,000.00	$ 18,000.00	$ -	$ 22,000.00	$ 4,000.00
28	Young Entrepeneur Education Program	$ 100,000.00	$ 100,000.00	$ -	$ 110,000.00	$ 10,000.00
29	General Fund	**$ 1,184,787,879.00**	**$ 1,184,787,879.00**	$ -	**$ 1,331,174,478.00**	**$ 60,742,262.00**
30						
31	Federal Funds	**$ 390,151,109.00**	**$ 304,536,772.00**	$ -	**$ 293,818,982.00**	**$ (10,717,790.00)**
32	Tuition Apportionment	$ 86,300,000.00	$ 86,300,000.00	$ -	$ 101,638,000.00	$ 15,338,000.00
33	Displaced Homemakers	$ 250,000.00	$ 250,000.00	$ -	$ 250,000.00	$ -
34	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	$ -	**$ 101,888,000.00**	**$ 15,348,000.00**
	Funding Sources:					
35	General Fund	**$ 1,098,487,839.00**	**$ 1,098,487,839.00**	**$ -**	**$ -**	**$ (1,098,487,839.00)**
36	Federal Funds	**$ 390,290,149.00**	**$ 390,290,149.00**	**$ -**	**$ -**	**$ (390,290,149.00)**
37	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	**$ -**	**$ 101,878,000.00**	**$ 15,338,000.00**
	Special Line Items:					
38	Mentoring Programs	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,300,000.00	$ -
39	National Board Certification (ESPB)	$ 500,000.00	$ 500,000.00	$ -	$ -	$ (500,000.00)
41	National Board Certification (ESPB)	$ 102,500.00	$ 102,500.00	$ -	$ 185,000.00	$ 82,500.00
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ -
43	ATCS Review Panel	$ -	$ -	$ -	$ 300,000.00	$ 300,000.00
44	Education Jobs Fund	$ -	$ -	$ -	$ 21,517,716.00	$ 21,517,716.00
43	**Total**	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 24,332,716.00**	**$ 21,400,216.00**

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1	2	3	4	5
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE
	Funding Sources:					
44	General Fund	$ 2,932,500.00	$ 2,932,500.00	$ -	$ 2,815,000.00	$ (117,500.00)
45	Federal Funds	$ -	$ -	$ -	$ 21,517,716.00	$ (417,500.00)
46	Other Funds	$ -	$ -	$ -	$ -	$ -
47	**Total**	**$1,709,336,744**	**$1,623,722,407**	$ -	**$ 24,332,716.00**	**$ (535,000.00)**
	Funding Sources:					
48	General Fund	$ 1,109,605,590.00	$ 1,109,605,590.00	$ -	$ 902,064,740.00	$ (207,540,850.00)
49	Federal Funds	$ 426,109,646.00	$ 426,109,646.00	$ -	$ 347,768,814.00	$ (78,340,832.00)
50	Other Funds	$ 87,611,508.00	$ 87,611,508.00	$ -	$ 444,739,609.00	$ 357,128,101.00
51	**Total Funding Source**	**$1,623,326,744**	**$1,623,326,744**	$ -	**$ 1,694,573,163.00**	**$ 71,246,419.00**

Column 3 - Variance between 2009-2011 appropriation and the 2009-2011 estimated expenditures:
None - All appropriations are estimated to be expended.

Column 5 - Variance between 2011-2013 recommentation and 2009-2011 appropriation

1 Provides employee salary increase & funding change for ND scholarship administration.

2 Removes one time funding items, stimulus funding, & grant funding overstatement.
Provides funding for contracted grant writing expertise, Indian Advisory Council, ITD increases,
& other inflationary increases.

Current FTEs
December 2010

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

4.25 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; and payroll and employee benefit administration; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time director supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, mail, human resources, business communications, and procurement.
4.25 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.
3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.
1.00 The purchasing/procurement officer has been assigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; supervises the school bus transportation program; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

1.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.
1.50 Staff develop professional development systems, curriculum, and instructional supports to assist all North Dakota teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning.
1.50 Staff implement the K-12 school counselor program with an emphasis on career planning; personnel also administer the 504 program in this unit.

Title I

13.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA).

Standards and Achievement

10.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit. Personnel have been assigned to administer the State ACT Assessment Program. Technology has been assigned to this unit. Federal grants are also allocated through this unit for the student scholarships within the Robert Byrd Scholarship Program.
2.00 Staff members administer the statewide testing program and the federal NAEP testing program.

School Approval and Accreditation

6.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.
4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.75 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty GED testing sites, eighteen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.75 Child Nutrition and Food Distribution personnel are responsible for the administration of nine USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2011-2013 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	8,880,537	
10.555	National School Lunch Program	Agriculture	32,223,628	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,090,073	417,016
10.559	Summer Food Service for Children	Agriculture	975,830	51,331
10.560	State Administrative Expense for Child Nutrition	Agriculture		2,657,873
10.565	Commodity Supplemental Food Program	Agriculture	382,254	149,808
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,672,000	747,500
10.568	Temporary Emergency Food Assistance	Agriculture	92,849	180,918
10.582	Fresh Fruit and Vegetable Program	Agriculture	2,375,000	426,813
84.002	Adult Basic Education	Education	1,693,000	433,966
84.007	Title I, Part F Comprehensive School Reform	Education	0	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	82,504,038	2,173,513
84.011	Title I Migrant Education	Education	872,728	280,444
84.013	Title I Neglected & Delinquent Children & Youth	Education	149,770	
84.025	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B & State Personnel Development Grant	Education	87,708,797	4,642,532
84.173	Special Education IDEA - Preschool Program	Education	2,563,222	135,338
84.184	Safe & Drug Free Schools & Community Service Grants	Education	0	215,638

Catalog #	Title	U.S. Dept.	Grants	Admin
84.185	Byrd Scholarship Program	Education	205,000	
84.196	Title I Education for Homeless Children	Education	374,234	205,507
84.213	Title I Even Start	Education	479,696	46,713
84.287	Title IV 21ST Century Community Learning Centers	Education	10,857,005	1,122,987
84.298	Title V Innovative Programs	Education	0	0
84.318	Title II D Enhancing Education Through Technology	Education	881,410	183,010
84.357	Early Reading First	Education	0	991,369
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	717,500	246,946
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	26,356,274	799,932
84.369	Title VI Part A State Assessment Program	Education		6,555,103
84.372	NDSLEDS	Education		5,783,408
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	HHS	214,900	59,446
93.938	School Health Programs	Center for Disease	724,012	1,036,865
94.004	Learn & Serve	Corp Nat Comm Service	83,476	7,523
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,193,264
		Total	**$287,024,019**	**$31,920,291**

[1] Estimated federal funding

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

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $8,630,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560 **State Administrative Expenses for Child Nutrition** **Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565 **Commodity Supplemental Food Program** **Agriculture**

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

10.567 **Food Distribution Program on Indian Reservations** **Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568 **Emergency Food Assistance Program** **Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582 **Fresh Fruit and Vegetable Program** **Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002 **Adult Basic Education** **Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010 **Title I Basic Grants Improving the Academic Achievement of the Disadvantaged** **Education**

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2009-2010 and 2008-2009 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

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

84.011 **Title I Migrant Education** **Education**

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013 **Title I Neglected & Delinquent Children & Youth** **Education**

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.025 **Services for Children with Deaf-Blindness** **Education**

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

84.027 **Special Education Act (IDEA), Part B** **Education**

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more in thirteen categories. In the most recent allocation an amount equal to 87.9% of the total grant amount was distributed to school districts based on the federal formula. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.173 **Special Education IDEA Preschool Program** **Education**

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.185 **Byrd Scholarship Program** **Education**

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

84.186 **Title IV Part A Safe and Drug-Free Schools and Communities** **Education**

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received 4% is used at the state level for technical assistance, 3% is awarded to DPI for administration and 93% is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196 | **Title I** | **Education**
Education for Homeless Children and Youth

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.213 | **Title I** | **Education**
Even Start

Funds are available to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 94% is distributed to school districts, 3% is for technical assistance, and 3% is for administration. The method for allocation of funds is based on a competitive application process.

84.287 | **Title IV** | **Education**
21ST Century Community Learning Centers

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

84.298 **Title V Innovative Programs** **Education**

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

84.318 **Title II D Enhancing Education Through Technology** **Education**

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

84.323 **State Personnel Development Grant** **Education**

Funds to assist the State in personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities. Funds are awarded to universities to conduct university based resident teacher induction programs. Trainee scholarships are awarded to eligible speech language pathologists and to resident teacher trainees.

84.357 **Early Reading First** **Education**

Early Reading First was created to address the growing concern that many of our nation's children begin kindergarten without the necessary foundation to fully benefit from formal school instruction. Funding will aim to improve the school readiness of 360 low-income, ethnically and language-diverse children attending Head Start. Rural areas face numerous challenges to education, including pervasive poverty and unemployment. Approximately 79% of the children in the project area are eligible for free or reduced price lunch and 35% are English learners. Although growing up in rural areas presents a well documented set of educational challenges for young children, including pervasive poverty and limited opportunities, these challenges can be overcome using strategies to ensure that all children who enter school are ready to learn.

84.358 | **Title VI Part B Rural and Low-Income Schools** | **Education**

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

84.365 | **Title III English Language Acquisition** | **Education**

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366 | **Title II Part B Math and Science Partnerships** | **Education**

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367 | **Title II Part A Teacher and Principal Training and Recruiting** | **Education**

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

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

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

93.576 **Refugee Children School Impact Grant** **Health & Human Services**

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938 **School Health Programs** **Ctr for Disease**

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

94.004 **Learn & Serve** **Corp Nat'l Community Service**

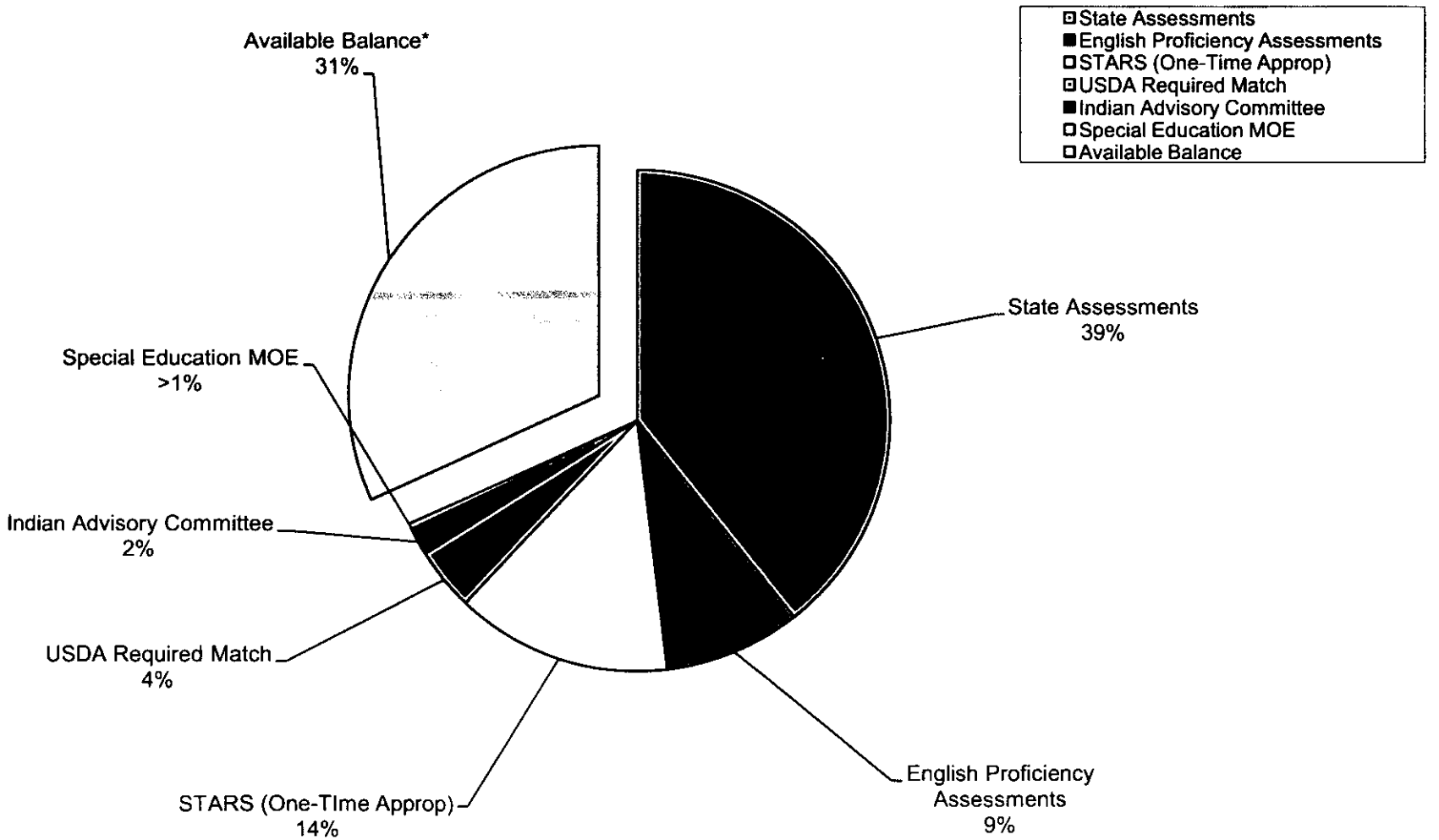
Provides funds for service-learning. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2009-11 PRESENT BUDGET	2011-13 REQUESTED INCREASE	2011-13 TOTAL REQUESTED BUDGET	2011-13 EXECUTIVE RECOMMENDED INCREASE	2011-13 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Operating	0.00	$3,602,319	$885,880	$4,488,199	$551,880	$4,154,199
2	General Fund Salary	0.00	$4,337,836	$76,692	$4,414,528	$76,692	$4,414,528
3	MIS - STARS Maintenance / Development	0.00	$500,000 [1]	$878,000	$878,000	$384,000	$384,000
4	State Assessment System	0.00	$1,417,928	$2,373,900	$3,791,828	$763,586	$2,181,514
5	Language Arts (Writing) Standards	0.00	$0	$310,000	$310,000	$0	$0
6	Math & English Language Arts (Content Standard:	0.00	$0	$650,000	$650,000	$0	$0
7	Foreign Language & the Arts (Standards Revision)	0.00	$0	$590,000	$590,000	$0	$0
8	Adult Education - Adult Learning Centers	0.00	$1,850,000	$1,800,000	$3,650,000	$0	$1,850,000
9	NDMILE	0.00	$0	$750,000	$750,000	$0	$0
10	Professional Development Program	0.00	$0	$1,000,000	$1,000,000	$0	$0
	TOTAL GENERAL FUNDS	**0.00**	**$11,708,083**	**$9,314,472**	**$20,522,555**	**$1,776,158**	**$12,984,241**

[1] One-Time Funding - H.B. No. 1013, Page 2, Section 2

DPI General Operating Fund Obligations 2009-2011
Total Available $ 3,602,319.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2011-2013 Biennial Budget Optional Requests

1. General Fund Operating Increase

The American Recovery and Reinvestment Act provided significant federal funds to States in competitive grant programs that were designed to encourage and reward the States that are creating conditions for education innovation and reform; achieving significant improvements in student outcomes; and implementing ambitious plans in four core education reform areas. This competitive way of granting federal funds is anticipated to follow through to some of the federal grants the Department has in the past received as formula grants. Because of this shift in methodology of formula grants to competitive grant funding and in order for ND to stay competitive with other states in securing contractors accustomed to working on a national level, we are asking for general funds in the operating line. These general funds will be used to assist DPI in being awarded federal competitive grant funding in lieu of the traditional formula grant funding. Federal regulations prohibit the Department from using our existing federal funds to write grants for a federal program, so general funds are being requested to develop and implement grant writing systems for the increasing number of competitive federal education grants. Using existing contract pricing it is estimated that each competitive grant proposal would cost about $50,000 to write. The Department anticipates writing 5 competitive grants per year @ 50,000 each for a total request of $500,000.

Another initiative in the Department is the North Dakota Indian Education Advisory Council (NDIEAC) that was authorized and funded by the 61st Legislative Assembly. The NDIEAC acts in an advisory capacity on matters such as, but not limited to, Indian student and adult Indian education needs, Indian cultural needs necessary for Indian learners, success for Indian students in schools, and professional development for teachers to promote greater understanding of the needs of Indian learners. Continuance of the NDIEAC is desired by the DPI in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to contract with a facilitator to (1) assist in receiving input and guidance from the various Indian stakeholders; (2) research and analyze the data; and (3) study the issues involved with Indian education in order to better serve the Indian student population. Additional funds of $ 100,000 are necessary to continue and expand the work of the NDIEAC.

Finally, several of the Operating Expenses items in DPI's budget are anticipated to increase. ITD has given agencies estimates on their anticipated increases and DPI will have a significant increase in the ConnectND Hosting Fees along with several other ITD services. Based on DPIs current usage, the ITD charges alone are estimated to increase over $185,880 in the upcoming biennium. In addition to ITD charges, there is anticipated increase in travel costs for Department and Non-Department staff in addition to contracting fees for summer school monitors. Some of the other areas of anticipated

increases in costs include operating fees such as printing, postage, supplies and professional development costs.

The Department hereby requests an additional $ 885,880.00 in General Fund Operating.

2. General Fund Salary Line Increase

HB 1400 mandated statewide ACT or Work Keys testing for all high school juniors. The legislature also created two new North Dakota merit scholarships for graduating seniors. The North Dakota Department of Public Instruction was charged with the responsibility of implementation of the law and oversight of the testing and the scholarship program.

Implementation and administration of the statewide testing and scholarship programs require development of procedures, guidelines, timelines, training, oversight, and frequent communication with all stakeholders (ACT, NDDPI, NDUS, CTE, school administration and staff, parents and students). The application process for the scholarship program involves online application, verification of curricular and grade requirements, verification of graduation, notification of award, acceptance or deferment of award, and coordination with the NDUS for the dispersion of funds. The results from the test administration are collected and used for school, district and state analysis, as well as for the determination of scholarship eligibility. Data is also available to conduct correlation studies between various measures of high school performance and student success in college.

The Department hereby requests an additional $ 76,692.00 in General Fund Salary Line.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including

the common assessments used by the districts, ACT and WorkKeys results and granular course data. Based on the previous biennium, we estimate this will total $384K.

In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored. Based on the previous biennium, we estimate this will total. Based on the previous biennium, we estimate this will total $180K.

We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations. Based on the previous biennium, we estimate this will total $314K.

The Department hereby requests an additional $ 878,000.00 in General Funds for STARS Maintenance.

4. State Assessment Program

After going through the formal state procurement process, the Department issued a contract to CTB/McGraw-Hill, LLC. The new contract includes cost increases within its new cost structure, especially during the second year of the biennium. The Department also facilitates the alternate assessments' development and various assessment-impacted activities, such as the Common Core Standards developments. ND currently provides the lowest cost assessment system in the nation. The Department anticipates the need for the state to prepare for higher assessment costs arising from multi-state consortium costs for Common Core Standards-based assessments.

The Department hereby requests and additional $ 2,373,900.00 in General Funds for the State Assessment Program.

5. Language Arts (Writing) Standards

The Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement against the state's established language arts content standards on the North Dakota State Assessment. The Department proposes to establish achievement standards for language arts using the CTB/McGraw-Hill benchmark standards setting method. The Department would contract with approximately 75 educators to establish work committees.

The Department hereby requests and additional $ 310,000.00 in General Funds for the Language Arts Standards.

6. Math & English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, the state should provide support to districts and Regional Education Associations (REA) to allow for the managed transition into the state's new content standards in English language arts and mathematics. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue $ 500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the REAs, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards. The Department would also issue $ 150,000 in grants or contracts to external organizations (e.g., the McRel, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-2012 and the 2012-2013 academic years to conduct curricular planning and professional development to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model.

The Department hereby requests an additional $ 650,000.00 in General Funds for the Math & English Language Arts Content Standards.

7. Foreign Language & the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the state should revise its current content standards foreign language and the arts. The Department would contract to provide a research-based assessment of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 contract with McREL to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 contract with McREL to facilitate the development of the content standards drafts and supporting materials; (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings.

The Department hereby requests an additional $ 590,000.00 in General Funds for the Foreign Language & the Arts Standards Revisions.

8. Adult Education Learning Centers

The federal allocation has decreased the past two years from $1,597,000 to $918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **$922,000**. This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **$634,800**. Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.

There continues to be a significant need for rural satellite centers; during the 2011-2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **$91,200**. During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **$152,000**. During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional $ 1,800,000.00 in General Funds for the Adult Education Program.

9. ND Moving to Improve Learning for Everyone (NDMILE)

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be $500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes $150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity

builders, department technical assistant providers (TAPs) and leadership teams from NDMILE schools.

As more schools start to implement the NDMILE it will be necessary to add a program manager, more administrative assistance time and funding for set-up and operational expenses for the positions, at an estimated cost of $ 100,000.

The Department hereby requests an additional $ 750,000.00 in General Funds for NDMILE.

10. Professional Development Program

With the increased emphasis on effective teachers and leaders at the federal level, it is imperative that the ND Department of Public Instruction leads this effort for all educators and school districts. The design of the professional development plan should build capacity for all educators that will, in turn, create change in teaching practices, leadership practices, student and staff engagement and learning. The request for funding would assist the State in designing a professional development model that is systemic, sustainable and job embedded with opportunities for coaching, feedback and practice. As ND addresses the teacher and leader evaluation systems with more emphasis on student performance, it is critical for the State to lead professional development efforts to support practitioners in that process.

Professional development in North Dakota should:

1. Be grounded in 21st century learning.
2. Build capacity for teachers and leaders to align standards and 21st century learning.
3. Develop teachers and leaders who are skilled in addressing the issues of change including how education is delivered (i.e. technology, etc.).
4. Assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

The State Superintendent of Public Instruction, as required by HB 1400, appointed a 22-member committee representing teachers, administrators, educational organizations and universities in ND. The full advisory committee meets 6 times per year. In addition there is subcommittee work that meets 6 to 8 times per year. The committee is required to review and provide feedback to the 180 districts on their professional development plans. The Advisory Committee will continue to meet in the following biennium as they design the next phase of delivery of professional development and develop a statewide professional development website.

$122,000 Professional Development Advisory Committee Meetings and Review of the Professional Development Plans

The calculations for the Professional Development Advisory Committee were taken from actual mileage, meals and lodging expenses of the current 22 advisory committee members, all of which were figured at current state rates.

1. **$19,815** = Mileage, meals and lodging related to the 6 yearly advisory committee meetings.

    a. $14,760 = Mileage for members outside the Bismarck metro area
    b. $975 = Meals for members outside the Bismarck metro area
    c. $4080 = Lodging for members outside the Bismarck metro area

2. **$14,625** = Mileage, meals and lodging for the 5 different subcommittees (each subcommittee meets 3 to 5 times per year).

    a. $11,690 = Mileage for subcommittee members outside the Bismarck metro area
    b. $487 = Meals for subcommittee members outside the Bismarck metro area
    c. $2248 = Lodging for subcommittee members outside the Bismarck metro area

3. **$21,840** = Review and feedback process of submitted district professional development plans by the Professional Development Advisory Committee members.

    a. Review and feedback of 182 district professional development plans @ $30 per hour at an estimated 4 hours of time per plan.

4. **$4720** = Operational expenses related to meetings of the Professional Development Advisory Committee and subcommittees including materials, printing, technology support, facilities, expenses for local consultants to work with the committee, and other miscellaneous expenses.

$61,000 per year of the biennium

The estimated biennium cost for the design and delivery of the professional development model is $878,000. The request includes funding for capacity building through consultant fees and expenses, training/meeting expenses, materials for the events, webpage development, professional library development and related support.

1. **265,000 to bring in consultants**

    a. $140,000 = Assist with the rollout of the new core standards or revised ND standards, incorporating 21st century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon ND's economic development activities, and incorporating standards-based best practices. I envision at least 5 days of training delivered regionally in

four sections of ND by combining the attendance of 2 REAs. This is estimated at 20 sessions per year. The primary audience would be ND teachers, teacher leaders and administrators.

b. $60,000 = Provide the professional development to support newly adopted teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying teaching behaviors when observing teachers using standards-based best practices with 21st century digital learners. I envision at least 2-3 days of training delivered regionally in four sections of ND by combining the attendance of two REAs. This is estimated at 8 to12 sessions per year depending on the evaluation system that is developed. The primary audience would be ND administrators.

c. $65,000 = Build a cadre of trainers for coaching and providing feedback on the two initiatives outlined above. For year two of the biennium, some of this money would shift to the trained trainers to actually go out to visit schools and coach, (job-embedded) educators on the their school improvement strategies, professional development plans and their work with incorporating standards and 21st century learning and technology for digital learners.

2. **$117,470** = Stipends, meals, mileage and lodging, and substitutes for participants in the outlined professional development.

   a. $52,020 = 612 substitute days at $85 per day for teachers to attend the outlined professional development

   b. $45,450 = Meals, mileage and lodging for participants

   c. $20,000 = Stipends for summer work for 200 teachers at $100 per day for summer participation in the outlined professional development.

3. **$56,530** = Operational expenses which include:

   a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD and NDCEL and attendance at national ASCD or NCSD conference.

   b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar. Further development and regular maintenance of the website will also require funding.

c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Funding request for each year of the biennium is $61,000 for Part A and $439,000 for Part B per year or a total of $1,000,000 for the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives such as the teacher and leader evaluation systems are completed.

During the next biennium several trainers or teams of trainers would be hired to help carry forward the professional development work started in the 2011-13 biennium. The trainers would assist schools in incorporating the right goals and strategies around the standards with the goal of increasing student achievement based on the needs of the 21st century learners.

The Department hereby requests and additional $ 1,000,000.00 in General Funds for the Professional Development Program.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4		5	6	7	8
NUMBER	OPTIONAL REQUEST	FTE CHANGE	2009-11 PRESENT BUDGET		2011-13 REQUESTED INCREASE	2011-13 TOTAL REQUESTED BUDGET	2011-13 EXECUTIVE RECOMMENDED INCREASE	2011-13 TOTAL EXECUTIVE RECOMMENDATION
11	North Dakota Museum of Art	0.00	$345,000		$35,000	$380,000	$15,000	$360,000
12	Red River Writing Project	0.00	$70,000		$5,000	$75,000	$0	$0
13	We The People Program	0.00	$18,000		$4,000	$22,000	$4,000	$22,000
14	Young Entrepeneur Education Program	0.00	$100,000		$100,000	$200,000	$10,000	$110,000
15	North Central Council of School Television	0.00	$445,000		$75,000	$520,000	$0	$0
16	North Dakota Governor's School	0.00	$410,000		$80,000	$490,000	$0	$0
17	Northern Plains Writing Project	0.00	$83,000	[3]	$0	$83,000	$0	$0
18	North Dakota Teacher Center Network	0.00	$360,000		$180,000	$540,000	$0	$0
19	Education Standards & Practices Board	0.00	$102,500		$82,500	$185,000	$82,500	$185,000
20	Education Standards & Practices Board	0.00	$0		$200,000	$200,000	$200,000	$200,000
21	North Dakota LEAD Center	0.00	$260,000		$15,000	$275,000	$0	$0
22	Early Childhood Learning Council	0.00	$0	[2]	$20,000	$20,000	$20,000	$20,000
23	Atlantik-Brücke (NDSBA)	0.00	$75,000	[3]	$0	$75,000	$0	$0
	TOTAL GENERAL FUNDS	**0.00**	**$2,268,500**		**$796,500**	**$3,065,000**	**$331,500**	**$897,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

Flow-thru Grants

11. North Dakota Museum of the Arts

In the fall of 2004, the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far, the Museum has toured five exhibitions (*Snow Country Prison: Interned in North Dakota, Shelterbelts, Artists' Self-Portraits, Marking the Land: Jim Dow in North Dakota, Animals: Them and Us*) to sixty-eight rural sites with 325 surrounding town or school districts participating as well. Over 56,554 people from rural communities have seen the shows. An additional 1,135 children have participated in intensive, outdoor sculpture or indoor ceramics workshops in conjunction with the exhibitions. Beginning August 1, 2009, the Museum added a professional Artist-in-Resident to teach ceramic workshops in the communities hosting the exhibitions. In addition, 168,951 eight-page tabloids about the exhibitions have been inserted into local newspapers.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.
The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, which opened in 2004, the Museum applied for and received $ 35,000 from the Otto Bremer Foundation (Spring 2006) to refurbish the exhibition so it can continue touring to rural schools well into 2010. All of the exhibitions reflect upon life in North Dakota. For example, *Animals: Them and Us* is probably the program's most successful exhibition in that it touches the lives of all the rural children, most of who have forged complex relationships with the animals around them. And all of the exhibitions introduce actual art objects, original paintings and sculptures and video art, rather than substitute originals with posters and internet images that are most often relegated to rural people instead of "real" art. The Rural School Initiative takes the North Dakota Museum of Art and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from Grand Forks. We request an approximate 1% increase in funding in order to cover escalading transportation, print, and health insurance costs.

The North Dakota Museum of the Arts hereby requests an additional $ 35,000.00 in General Funds.

12. Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in the third area. For the 2011-2013 biennium, we request a $ 5,000 increase over the current funding of $70,000. The requested increase in funding is primarily for anticipated rising costs of travel and other costs.

The Red River Valley Writing Project hereby requests an additional $ 5,000.00 in General Funds.

13. We the People Program

The We the People Program (WTP) would like to request funding of $ 11,000 per year for a biennium total of $ 22,000 in General Funds for the winning classes of the We the People: Citizen and the Constitution state competition. This funding assists North Dakota high school students attending the national WTP competition. Held annually, more than 50 teams from across the nation compete in Washington, DC and engage in a simulated congressional hearing competition. In North Dakota, students continue to engage in this congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. World Strides, a national travel agency, is responsible for organizing and chartering travel for all winners of the National We the People competition. The disbursement from ND will defray costs associated with the winning high school class attending the National We the People Competition.

The We The People Program hereby requests an additional $ 4,000.00 in General Funds.

14. Young Entrepreneur Education Program

The Young Entrepreneur Education Program is requesting an increase because the program will double in size and scope in the next two years. The program is proving to be an effective and popular program among school districts, economic development organizations and youth leadership groups for teaching youth and their teachers the skills and attitudes associated with business ownership and community development. During the 2011-2013 biennium, the program will add at least 6 new sites for the one week summer camps. In addition, they intend to expand their efforts at the current summer

camp locations by adding year-round programs for youth entrepreneurship and leadership.

The funding increase is requested for the following:

Pay for six new summer camps	$ 33,000.
Initiate a pilot program of year-round entrepreneurship & youth leadership education by organizing local Youth Leadership Councils at three existing sites.	$ 18,000
Increase the ¼ Assistant Director position to ½	$ 20,000
Increase the ¾ Program Director to full time	$ 29,000

The Young Entrepreneur Education Program hereby requests an additional $100,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 46-year-old non-profit organization of North Dakota schools that originally put public broadcasting on the air and currently contracts with Prairie Public to administer its mission providing a virtual service center in support of four key areas of unmet needs in members' schools: easily accessible, classroom multimedia resources available by broadcast and the Web; professional development that identifies multimedia resources and integrates media technology in the curriculum; programs that address literacy and school readiness deficiencies; and North Dakota multimedia resources on the Web to support the North Dakota Studies curriculum.

Through its partnership with Prairie Public, the NCCST leverages the vast resources of local and national public broadcasting services as well as public media grant opportunities and relationships with other regional agencies to achieve advancement in these areas. Today the NCCST supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education literacy initiative for preK-3, on-site and online professional development for preK-12 teachers, a multimedia website for ND Studies resources, and numerous other digital video and preK-12 outreach projects.

Going forward the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more and more on educational multimedia resources and learning modules to supplement local curriculum. To meet this and the its ongoing needs, the NCCST is requesting a total of $520,000 for the biennium, increasing its financial support for obtaining engaging student learning activities, downloadable instructional video, and a wealth of other teacher resources from easily accessible websites by $10,000. The Board also identifies the need to continually upgrade technology platforms and has budgeted $40,000 to provide access at no cost to area schools to a valuable online repository of video and learning objects from PBS stations across the nation, the Digital Learning (DLL); continued support for the

partnership with Learn 360 for an affordable streaming video service for all schools in the state; and an upgrade for the NDStudies.org content management system (one-time funding), in addition to an increase of content development for that site.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, the NCCST Board also is increasing its financial support by $25,000 for face-to-face teacher training in integrating the curriculum-based PBS programming and correlating activities and obtaining and using other public media and specific North Dakota multimedia resources in classroom lesson planning. A portion of this funding will also leverage a Prairie Public grant opportunity for North Dakota teachers in offering additional Teacher Training Institutes integrating arts, history and culture across the curriculum.

The North Central Council of School Television hereby requests an additional $75,000.00 in General Funds.

16. North Dakota Governor's School

The Governor's school would like to request additional General Funds for the English Studies program.

The proposed budget is as follows:

Salaries and Wages	
Administrative—	$ 4620
Instructional—	$ 16,215
Technical—	$ 1,175
Remaining Operating Expenses	
Computer equipment and software	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	$ 15,000
Governor's School closing reception 25 @ 6	$150
TOTAL COSTS	**$41,360**
Local Funds	(1,360)
Total	$ 40,000
Total Biennium	$ 80,000

The North Dakota Governor's School hereby requests an additional $80,000.00 in General Funds.

17. Northern Plains Writing Project

18. North Dakota Teacher Center Network

Since their inception over 30 years ago, teacher centers have been providing professional development to educators throughout North Dakota. The North Dakota Teacher Center Network is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state.

Over time, the North Dakota Teacher Center Network (NDTCN) has expanded across the state to serve schools and educators through three fundamental goals:

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, including REAs, state agencies, and institutions of higher education for professional development of pre-service and in-service teachers.
3. Communicate via printing and/or electronic mediums to all constituents via a monthly newsletter.

The mission statement reflects the NDTCN's commitment to educators: "...assists practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."
Teacher Centers have evolved over the past few years.

- They are working directly with universities to work with pre-service teachers as well as to co-sponsors events.
- With the addition of the Regional Education Associations (REAs) in North Dakota, the teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REA in their regions.
- Teacher Centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.

The Network funding request for the 2011-2013 biennium is $540,000; this would allow $270,000 per year, or $30,000 per Teacher Center per year. Current funding does not allow each TC to employ full time year round staff, no administrative assistant time, minimal travel time, nor technology funds. As TC's work more closely with NDEA, REA's and ESPB, the need for technology to reach a wider audience is warranted.

The North Dakota Teacher Center Network hereby requests an additional $ 180,000.00 in General Funds.

19. Education Standards & Practices Board

The Education Standards & Practices Board would like to request an additional $ 82,500 for the National Board for Professional Teaching Standards, assessment fees and stipends. The total estimated budget for the 2011-20113 biennium includes $ 92,500 for the National Board for Professional Teaching Standards, $42,500 for the assessment fee, $50,000 for the annual stipend for ND teachers currently national certified. Currently ESPB has $102,500 in appropriated general funds and is requesting an increase of $ 82,500.

The Education Standards & Practices Board hereby requests an additional $ 82,500.00 in General Funds.

20. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe was rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation working with two of ND institutions, will be linking student data to teacher data to the institution.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests an additional $200,000.00 in General Funds.

21. North Dakota LEAD Center

The North Dakota LEAD Center has requested an additional $15,000 in general funds. The request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional $ 15,000.00 in General Funds.

22. Early Childhood Learning Council

23. Atlantik-Brucke (NDSBA)

North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2011 ND Legislative Assembly Appropriations Committee

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key facts about special education in North Dakota:

1. Despite overall declines in North Dakota K-12 student enrollment, the number of students identified for special education and related services continued to rise for five of the last ten years.
2. Like nearly all states, North Dakota has experienced a significant increase in the number of children identified as having autism.
3. Due in part to an-depth intensive study of special education finance in our state, North Dakota has adopted an overall state education funding formula that is less categorical and more integrated with the overall education appropriation.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan.* This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measureable outcomes such as:

- school district graduation and dropout rates of students with disabilities;
- the rate of inclusion of these students in general education settings; and
- their participation and performance on state assessments.

The Department also collects and reports data related to the percent of youth with individualized education programs (IEPs) who are no longer in secondary school, and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school. These encouraging results for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined for the last few years that North Dakota is one of the states that are identified in the top "*Meets Requirements*" category for implementation of the I.D.E.A.

There are strong efforts underway in North Dakota to ensure that the public schools of our state are keeping pace with reform initiatives that affect special education. The Department of Public Instruction is working collaboratively to promote the statewide scale-up of the research-based educational practice of *Response to Intervention* (RTI). This is widely recognized as an effective process for providing appropriate services for struggling learners before they are referred for an evaluation for special education eligibility. *Response to Intervention* is the practice of "providing

high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions"(National Association of State Directors of Special Education, 2006). Encouraging data indicate that this may be one of the most promising methods of reducing inappropriate and unnecessary referrals for special education. The Department created leadership teams involving local educators that are guiding the development of RTI for both academic and behavioral purposes.

The 2009 North Dakota Legislative Assembly passed two very significant pieces of legislation that directly affected special education. One was a bill that created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled "*Autism Spectrum Disorders in North Dakota Public Schools.*" This information is intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. Even though our overall number of students has declined for the last decade, the number of students with autism identified as a primary disability served in our public schools has now risen to 586, a fivefold increase. The other major bill our Legislative Assembly passed in 2009 that has already had a considerable impact on our DPI special education unit is the directive to assemble a broad-based transition team for the North Dakota School for the Deaf and to develop a *Future Services Plan* for our 125 year old school. The Department is pleased to report that those assignments have been completed and we are eager to share the draft plan for your review. The Department is confident that a viable blueprint for the future has been created for appropriately meeting the needs of North Dakotans who are deaf or hard of hearing.

In response to the frustrations of local administrators in preparing and submitting special education student contracts, the Department developed and made available a significant improvement for all concerned. Student contracts are the means by which a school district or special education unit can be reimbursed by the state for the excess costs of providing special education and related services to students with exceptional education needs. Eighty percent of special education contract funding is for students placed for purposes other than education (e.g., foster care, behavioral concerns, etc.). The Department created software that enables local administrators and DPI personnel to move from a labor intensive paper process to a new more efficient online student contract system. This has met with considerable support from the field and is also allowing the Department to track and analyze these unique fiscal data with greater capability.

Although our analysis at this point is primarily anecdotal, it seems relevant to share that we are receiving an increasing number of reports from local administrators about the special education needs of some of the children whose families have relocated to the parts of the state most affected by energy related development. Reports of increased numbers of children who have significant special education needs have been noted. The state will monitor this carefully in order to assist the families and schools in this area of increasing need.

Lastly, the Department wants to inform you that for the last two school years North Dakota became one of the only states in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate

sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. The user friendly system has been embraced by special educators across North Dakota. The Department has received a number of inquiries from across the nation and Canada about our ability to offer this service to the schools of our state.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between responsiveness to statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support for special education.

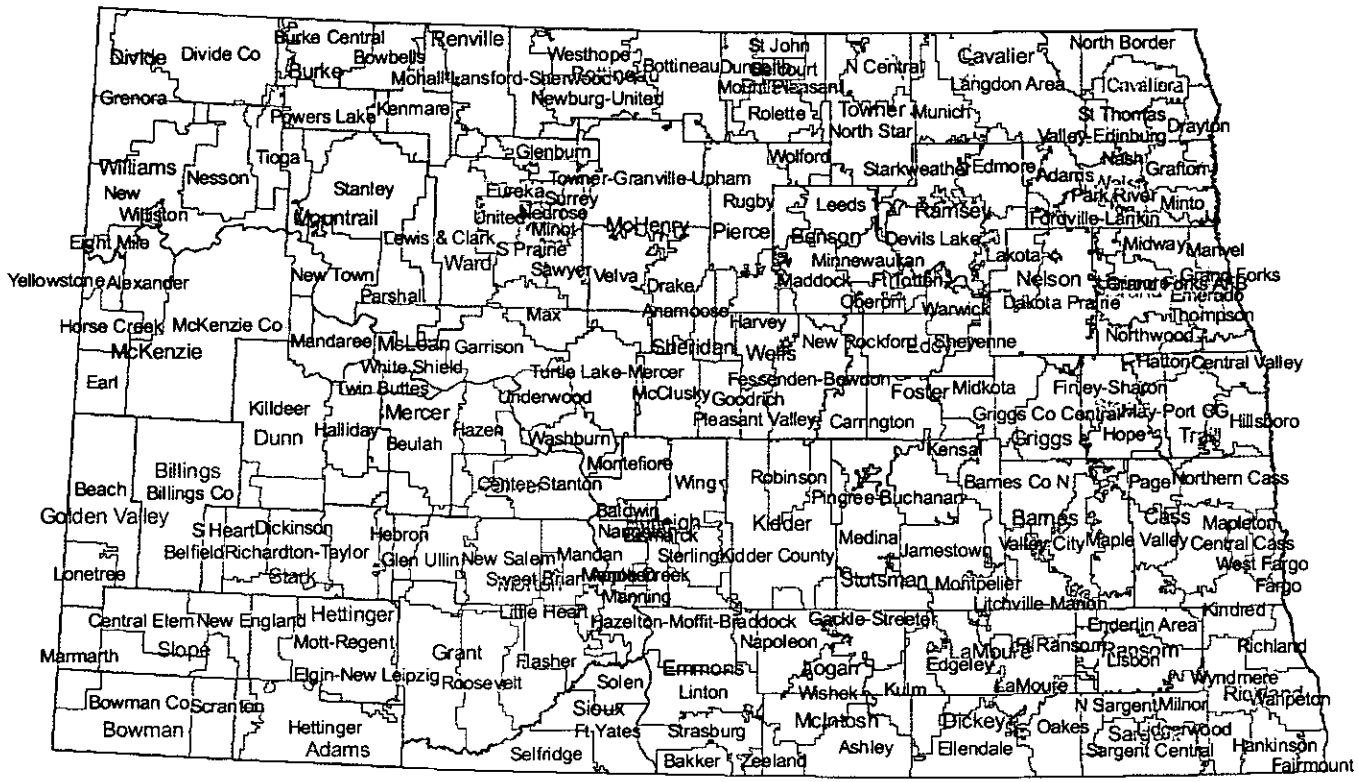
ND K-12
2010-11 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	183	46	4	5	31	10	279
Schools	373	53	4	6	0	0	436
K-12 Enrollment	94,729	6,052	65	1,513	0	0	102,359
Licensed Staff	9,756	753	68	230	382	116	11,304
Non-licensed Staff	5,792	548	73	172	254	46	6,885
Graduates	6,965	342	24	53	0	0	7,384

www.dpi.state.nd.us

Regional Education Associations (2010-2011)

10/22/2010



- Northeast Ed Services Cooperative (NESC)
- Roughrider Ed Services Program (RESP)
- Mid-Dakota Ed Cooperative (MDEC)
- Missouri River Ed Cooperative (MREC)
- South East Ed Cooperative (SEEC)
- Red River Valley Ed Cooperative (RRVEC)
- North Central Ed Cooperative (NCEC)
- Great Northwest Ed Cooperative (GNWEC)

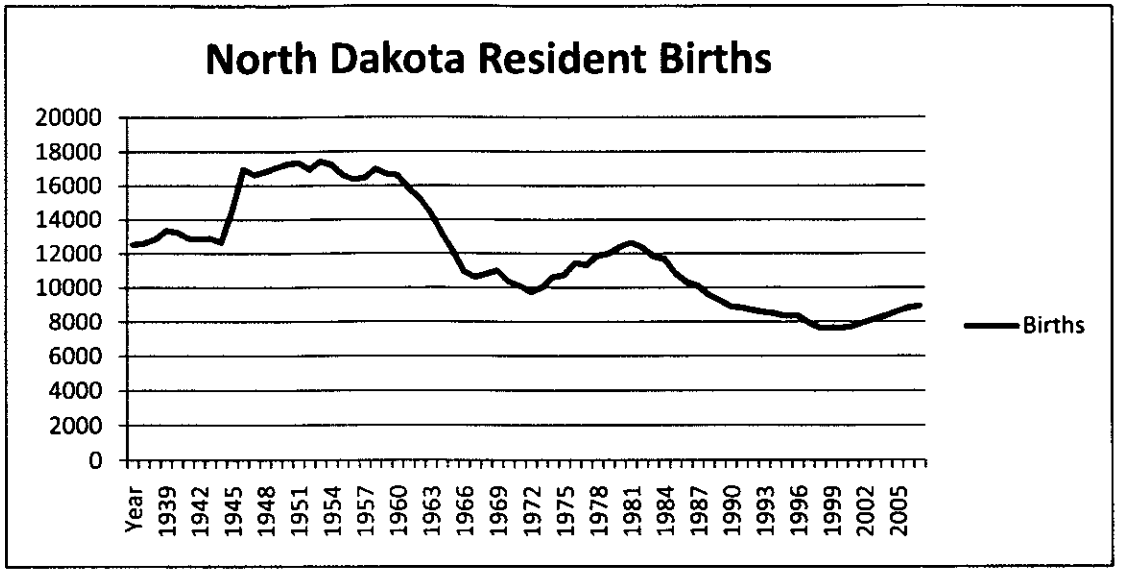
The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440

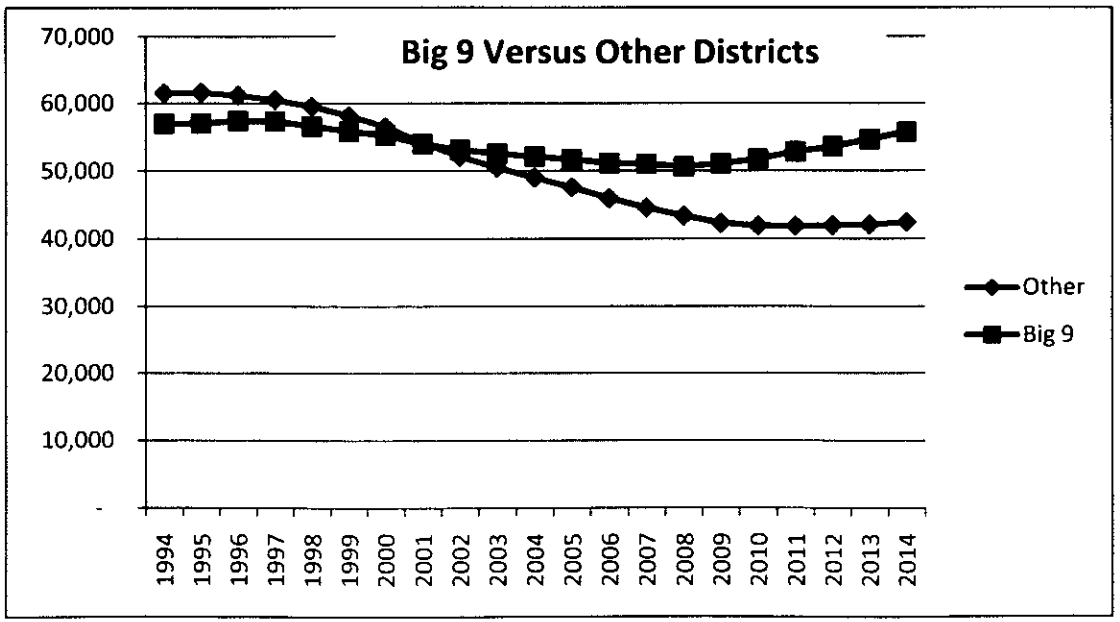
s:\Girish\REA201022.mxd

Note: District dissolution not yet complete
(Nash School District was dissolved, but still appears on the map).

North Dakota Public K-12 Enrollment

Sum of DENK12	Column Labels		
School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	41,947	53,590	95,537
2013	42,058	54,680	96,738
2014	42,423	55,727	98,150





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/28/2010

K-12 Public School Enrollment Cohorts

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Projected --> 2012	2013	2014
Kindergarten	7,559	7,144	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,446	7,748	7,920	8,064
Grade 1	7,996	7,609	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,482	7,456	7,750	7,935
Grade 2	7,894	7,643	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,196	7,478	7,443	7,745
Grade 3	8,040	7,747	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,314	7,609	7,567
Grade 4	8,130	7,980	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	6,983	7,383	7,682
Grade 5	8,339	8,099	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,676	7,069	7,082	7,490
Grade 6	8,520	8,210	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,822	7,239	7,266
Grade 7	8,608	8,544	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,368	7,373	7,033	7,468
Grade 8	9,044	8,555	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,294	7,442	7,447	7,109
Grade 9	9,566	9,204	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,579	7,537	7,684	7,682
Grade 10	9,332	9,314	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,684	7,574	7,529	7,680
Grade 11	9,389	8,993	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,409	7,389	7,282	7,232
Grade 12	9,288	9,052	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,569	7,352	7,336	7,230
Total K-12	111,705	108,094	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,729	95,537	96,737	98,150
Change from prior year		(3,611)	(2,880)	(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,014	808	1,200	1,413

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
2	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	*1,540*	17			
8	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	*11,102*	166			x
9	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	*19,974*	223			x
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	*8,415*	(43)			x
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	*1,254*	3		x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	*4,134*	106			x
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	*1,309*	85			
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	*1,791*	(41)			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	*920*	(27)			
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	*2,282*	22			
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	*2,802*	27			x
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	*3,272*	44		x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	*2,555*	(52)			x
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	*1,311*	(20)			
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	*1,524*	(175)			
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	*9,090*	417		x	x
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	*3,430*	265		x	x
1	Adams	385	364	355	347	336	312	282	279	283	*258*	(25)	x		
3	Benson	992	971	1,024	971	959	972	974	973	959	*970*	11	x		
4	Billings	73	73	76	56	50	48	46	42	44	*38*	(6)	x	x	
5	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	*765*	(20)	x	x	
6	Bowman	703	681	663	646	590	605	587	559	551	*525*	(26)	x	x	
7	Burke	324	328	294	276	263	273	243	242	239	*252*	13	x	x	
10	Cavalier	716	707	641	621	580	555	521	479	458	*437*	(21)	x		
11	Dickey	913	893	890	900	880	885	853	837	813	*844*	31	x		
12	Divide	313	302	299	280	265	237	233	228	232	*226*	(6)	x	x	
13	Dunn	549	537	529	496	473	447	429	438	437	*434*	(3)	x	x	
14	Eddy	526	512	477	492	468	421	385	353	322	*341*	19	x		
15	Emmons	760	739	724	678	659	628	618	621	588	*571*	(17)	x		
16	Foster	688	651	643	614	647	616	583	573	529	*518*	(11)	x		
17	Golden Valley	418	392	381	367	341	322	309	302	314	*303*	(11)	x	x	
19	Grant	397	368	355	320	317	304	286	255	247	*243*	(4)	x		
20	Griggs	527	509	485	483	462	415	407	392	377	*375*	(2)	x		
21	Hettinger	541	493	478	466	418	411	386	360	373	*379*	6	x		

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
22	Kidder	500	470	453	451	435	408	397	400	400	*402*	2	x		
23	LaMoure	980	912	775	725	671	658	647	613	625	*630*	5	x		
24	Logan	420	397	363	361	335	346	327	328	331	*340*	9	x		
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	*853*	(9)	x	x	
26	McIntosh	512	511	494	455	457	430	391	374	381	*390*	9	x		
27	McKenzie	1,035	964	913	880	865	810	813	814	839	*927*	88	x	x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	*1,410*	(23)	x	x	
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	*1,491*	58	x	x	
32	Nelson	613	588	582	557	524	490	494	462	468	*443*	(25)	x		
33	Oliver	270	248	250	281	265	255	237	208	196	*196*	-	x		
35	Pierce	720	665	645	609	594	574	625	610	613	*612*	(1)	x		
38	Renville	671	656	629	624	623	577	578	575	572	*577*	5	x	x	
41	Sargent	832	813	807	798	804	799	759	740	708	*671*	(37)	x		
42	Sheridan	172	168	162	146	138	143	132	137	123	*106*	(17)	x		
43	Sioux	410	347	443	462	436	399	360	350	384	*397*	13	x		
44	Slope	28	27	28	16	13	16	16	15	21	*19*	(2)	x	x	
46	Steele	322	309	324	326	306	291	285	278	260	*242*	(18)	x		
48	Towner	466	440	413	371	353	322	297	301	281	*271*	(10)	x		
52	Wells	886	850	808	715	664	638	589	566	546	*568*	22	x		
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	*94,729*	1,014	36	17	8

[1]Frontier Counties	23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	*18,024*	(3)	36		
Non Frontier Counties	23,088	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	*76,705*	1,017	17		

[1]Counties with population density of 6 or fewer persons per square mile.

[2]Oil Producing Counties	27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	*24,866*	787	17		
Non-Oil Producing Counties	77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	*69,863*	227	36		

[2]Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing developmnet with boundaries.

[3]Largest 8 Counties	63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	*61,502*	1,109	8		
All Other Counties	41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	*33,227*	(95)	45		

[3] Counties with school district enrollment exceeding 2,000 students.

5

North Dakota School for the Deaf State Center of Excellence

A Division of the Department of Public Instruction

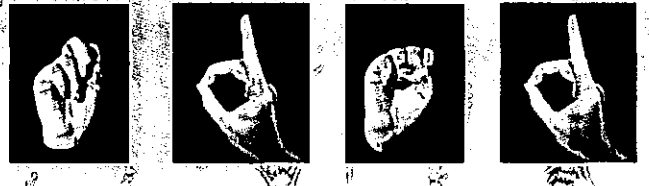
Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee Senate Bill #2013

by

Carmen Grove Suminski,
Superintendent
and
Michael Loff,
Business Manager

January 10, 2011



1401 College Drive North
Devils Lake, ND 58301

www.nd.gov/ndsd

Table of Contents

Page

Testimony by Carmen Grove Suminski 2

- Historical Perspective
- Major Accomplishments of 2009-2010
- Status of House Bill #1013 (2009 Legislative Session)
- Statistical Information and Services Provided

Testimony by Michael Loff 9

- 2011-2013 Budget Request

Conclusion by Carmen Grove Suminski 15

Appendix A: Chronological History by Lilia Bakken

Appendix B: Future Services Plan

- Executive Summary
- Transition Team Members
- Outline and Description
- Team Recommendations

Appendix C: Case Statement

Appendix D: Memorandum of Understanding with Devils Lake Public Schools

Appendix E: EAPC Schematic Designs and Construction Estimates

Appendix F: Description of Equipment

Testimony

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota School for the Deaf (NDSD) and the North Dakota Vision Services/School for the Blind (NDVS/SB). Michael Loff, Business Manager of NDSD and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share with you historical perspective and the progress made relating to HB #1013 which was passed during the 2009 legislative session.

The historical information is included as Appendix A and was compiled by Lilia Bakken, NDSD Communications Department. NDSD has a strong heritage having been at his original site since 1890. This information includes photos and lists accomplishments and methods of communication during each superintendent's timeframe. During June, 2010, 120 NDSD alumni and families celebrated on the NDSD campus commemorating 120 years of service.

Mission: To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state. (Page 9, Future Services Plan, Outline and Description)

This biennium has been one of **change, partnering** and **planning.**

Accomplishments include:

- Established "new teams" (i.e., Data Collection, Public Awareness, Professional Development and Buildings and Grounds) in compliance with the ND School for the Deaf State Center of Excellence
- Instituted a Memo of Agreement with Devils Lake Public Schools and NDSD (approved August 2010)
- Completed Facility Master Plan by EAPC, Grand Forks
- Completed the **NDSD Future Services Plan,** Consensus Council, Bismarck, Facilitator
- Demolished the infirmary building

Included as Appendix B is the Executive Summary of the Future Services Plan, Transition Team Members, Outline and Description and Team Recommendations. The Legislative Council and the Office of Management have complete copies of the Future Services Plan, as does Senator Larry Robinson, who was a member of the Transition Team. I will also make a copy available to Senator Holmberg. More comprehensive information including the minutes of each meeting is available to you on the North Dakota School for the Deaf website www.nd.gov/ndsd

"HB 1013 passed during the 2009 legislative session, states in pertinent part that:

> ". . . The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. . ."

"The section goes on to identify 6 specific tasks/goals:

> **Task/Goal #1:**
>
> **"Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired."**

Transition Team identified age group profiles, current services, identified gaps, and recommendations/action steps. (Pages 42-75, Future Services Plan). NDSD Future Services Team is reviewing this and developing timeframes plus will be shared with the NDSD Advisory Council for their input.

- Provide additional outreach services
- Provide additional adult services with a position with job responsibility specific to adults effective January 18, 2011
- Maintain and continue to provide an accredited K – 8 program for students who are deaf and hard of hearing in compliance with their IEP's
- Provide services for grades 9 through graduation as determined by the IEP in partnership with the district of residence, Devils Lake Public Schools and various other accredited distance education options
- Establish a "Case Statement" by the NDSD Advisory Council which states the following:

"North Dakota School for the Deaf
State Center of Excellence

The NDSD Advisory Council Recommends:

Establishing the NDSD Center of Excellence to develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing."

Task/Goal #2

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

NDSD is a member of Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and has ongoing communication and support from this organization. NDSD staff has attended regional and national conferences on an ongoing basis.

NDSD State Center of Excellence is open to creating "partnerships" with other states and within the state of ND.

A partnership has been developed with the Devils Lake Public Schools whereby all NDSD high school students are enrolled in classes there. Interpreters and teachers of the deaf who are employed by NDSD provide services to these seven students as per the Individualized Educational Plan (IEP). See signed Memorandum of Understanding as Appendix C.

Task/Goal #3

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

The recommendation of the Transition Team is that the NDSD State Center of Excellence be of **"highest quality"** and **"that ND be seen as a leader in the field."** With the expertise and collaboration that does exist in ND, this can be a reality. Collaboration currently exits with Minot State University, all ND higher education facilities, Lake Region State College, local education agencies, dual sensory project,

vocational rehabilitation, aging services, alumni, families and parents and ND Vision Services/School for the Blind, and will continue to be enhanced.

Task/Goal #4

"Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representatives from the legislative assembly, parents of school for the deaf student, school for the deaf employees, member of the Devils Lake community, school for the deaf alumni and others."

A listing of the thirteen team members is in Appendix B. This team met a total of 10 times from October, 2009 to June, 2010.

As recommended by the Transition Team, the NDSD State Center of Excellence Advisory Council has been established. Membership includes the Transition Team plus representation from NDVS/SB, Aging Services, Dual Sensory Project, and Lake Region College. We met twice in 2010 via IVN, and our next scheduled meeting is February 24, 2011.

Task/ Goal #5

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

Current revenue generating activities include the following:

- Rental of Education Building to Head Start
- Rental of Office Space to EduTech, Department of Commerce, and Protection and Advocacy
- Rental of portion of Trades Building to Martial Arts Program
- Interpreter Services
- Tuition for ASL (American Sign Language)IVN classes from participating ND high schools through the Northeast Education Services Cooperative

Task/ Goal #6

"Develop a long-range plan for the school for the deaf campus."

A Master Facility Plan was completed by EAPC, Grand Forks. This plan revealed a urgent need to bring used facilities up to code and also recommends demolition of unused buildings.

The campus is used not only by the School for the Deaf but also the following community and state entities:

- Rental of space to Headstart, Department of Commerce, EduTech, and Protection and Advocacy
- Classrooms in areas once used as a dorm
- Superintendent's house as my residence and is available for meetings both by NDSD, NDVS/SB, and the Dual Sensory Project
- Indoor Play Area used by Tiny Tots (Park Board)
- Swimming pool used by local Park Board, Camp Grafton, JROTC, Lake Region Search and Rescue, New Outlooks, Harmony House, Therapeutic/Medical Referrals, Senior Citizens and others
- Football field used by Devils Lake High School
- Instructional space used by Lake Region Special Education and Devils Lake Public Schools
- Gym utilized by community, Park Board, Headstart, Devils Lake Public Schools
- Lake Region State College Interpreting classes
- IVN sites available upon requests
- Blackhurst Dorm lobby used by community, Deaf Alumni, meetings and trainings
- Trades Buildings used for Martial Arts and Yoga Classes

To ensure safety and ADA compliance not only for NDSD uses, but also for all these entities, it is **critical** that the facilities be updated. There are 140 children and 30 staff persons in the Educational Building alone plus all the above entities that I mentioned. "Repairs are needed to bring the Education Building into code compliance, including fire alarms and sprinkler system. Other repairs include air handling, air conditioning, electrical outlets and panels and insulation." Safety and accessibility for persons served at NDSD and those utilizing the facility are foremost.

Based on the completed Facility Master Plan, we are requesting funding for the Connecting Link **(Phase I)** for the 2011-2013 biennium and for the 2013-2015 **(Phase II).** This would enable NDSD to truly have the resources and implement a **NDSD State Center of Excellence** with state-of-the-art facilities.

Randy Kling, AIA, has been the primary architect responsible for the Master Facility Plan and the schematic reuse of the Trades Building. I am willing to schedule a meeting or conference call with him should any of you have specific questions to these designs.

A Division of the
ND Department of
Public Instruction,
Dr. Wayne Sanstead, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

NORTH DAKOTA SCHOOL FOR THE DEAF

Resources on Hearing Loss

North Dakota School for the Deaf
A Resource on Hearing Loss

As a state agency and as a center of expertise on deafness, the North Dakota School for the Deaf has a responsibility to serve all citizens of the state of North Dakota. North Dakota School for the Deaf serves in its traditional role of service provider to deaf and hard of hearing students plus as a resource center on deafness.

North Dakota School for the Deaf offers printed and professional resources in a variety of areas related to deafness. Resources include:

Material Resources:
- Brochures
- Professional library
- Video tapes/DVDs
- National publications
- Vertical file on various issues related to hearing loss
- Curriculums
- Closed-caption encoding

Parent Services:
- Regional parent contacts
- Family Learning Vacation
- Parent-Infant Program

Public Information:
- Speakers bureau
- Tours of NDSD
- In-services
- Deaf Awareness Program

Summer Camp Programs:
- 7 to 12 years old
- 13 to 18 years old

Sign Language/Interpreting:
- Interpreter referral
- Regional sign language classes
  - on site and by video conference
- Materials: printed and video
- Workshops for interpreters

Consultation/Assessments:
- Audiology
- Psychology
- Speech and Language
- Sign Language
- Classroom/Teacher modification
- Developing an appropriate IEP/IFSP

Alerting and Communication Devices:
- Devices for demonstrative purposes
- Materials on companies and products
- General information brochures

Adult Education Programs:
- Workshops
- Printed materials and classes for late-deafened adults
- Information on state and national services for adults with hearing loss

Contact the regional outreach office near you for more information:

Coordinator
1401 College Drive N.
Devils Lake, North Dakota 58301
(701) 665-4400
Toll Free: 1-800-887-2980

Southeast:
1621 South University Dr. #210
Fargo, North Dakota 58103
(701) 239-7116

Southwest:
418 East Broadway, Suite 228
Bismarck, North Dakota 58501
(701) 328-3987

Northeast
151 S. 4th Street, Suite S542
Grand Forks, North Dakota 58201
(701) 795-3168

Northwest
Memorial Hall, Box 182
500 University Avenue West
Minot, North Dakota 58707
(701) 858-3357

STATISTICAL INFORMATION

Services Provided 7/1/09-9/30/10

Outreach Services

Parent Infant	
Consultations	1,697
Evaluations	71
Direct Service	810
Persons Served (unduplicated)	55
School Age	
Consultations	1027
Evaluations	25
Direct Service	714
Persons Served (unduplicated)	90
Adults	
Consultations	334
Evaluations	4
Direct Service	17
Dual Sensory Project Census	38
Presentations/In-services Attendees	1,361
Family Learning Vacation	35
Summer Camps	17

Communications

ND Captioning Center	
Transcription	120 hours
Edit/Encode	202 hours
Teaching of Sign Language	
American Sign Language (Daily Classes)	340 students
Basic Conversational Sign	188 students
Interpreter Services	
On Campus	103 persons
Off Campus	769 persons

Library Circulation 2,324 items circulated

On Campus Education Services (2010-2011 School Term)

Preschool – 7 (2 with cochlear implant and 1 with secondary disabilities)
Elementary – 6 (3 with cochlear implants and 2 with secondary disabilities)
Middle – 5 (2 with cochlear implants and 2 with secondary disabilities)
Secondary – 7 (1 with cochlear implant and 2 with secondary disabilities)

North Dakota School for the Deaf
2011- 2013 Budget Request

	A Expenditures 2007-2009	B Appropriation 2009-2011	C Base Budget	D Optional Budget Requests	E 2011-13 Recommendation
Line Item:					
Salaries and Wages	$ 4,620,780	$ 5,472,098	$ 5,748,945		$ 5,932,638
Operating Expenses	$ 1,289,709	$ 1,638,603	$ 1,683,712		$ 1,633,911
Capital Assets	$ 57,613	$ 1,931,472	$ 101,430	$ 2,786,565	$ 1,040,230
Construction Carryover	$ 179,000	$ 232,887	$ -		
Deferred Maintenance	$ -	$ 98,605	$ -		
Grants	$ -	$ 200,000	$ 200,000		$ 200,000
Total	**$ 6,147,102**	**$ 9,573,665**	**$ 7,734,087**	**$ 2,786,565**	**$ 8,806,779**
Funding Source:					
General Fund	$ 5,279,936	$ 7,405,115	$ 6,500,586	$ 2,786,565	$ 6,718,772
Federal Funds	$ 269,403	$ 268,534	$ 255,195	$ -	$ 266,701
Special Funds	$ 597,663	$ 1,900,016	$ 978,306	$ -	$ 1,821,306
Total	**$ 6,147,002**	**$ 9,573,665**	**$ 7,734,087**	**$ 2,786,565**	**$ 8,806,779**
FTE	43.94	43.94	43.94		43.94

2011-13 Base Budget:

Salary line item includes teachers placed on the 2011-13 Composite Salary Schedule developed by HRMS.

The operating base budget = 21.7% of the total budget

The base Capital Asset budget includes: Gym roof replacement, a campus wide clock system, a server replacement, a clinical audiometer and a tympstar middle ear analyzer.

The primary sources of Special Fund revenue are land department ($446,000), Head Start Program ($355,000), interpreter services ($61,000) and other rental income ($14,500)

Estimated 07/01/2011 Carryover of $258,995 plus $876,856 Special Fund Income = $1,113,851

Executive recommendation and optional requests are highlited on the following pages.

North Dakota School for the Deaf 2009-11 Status Report

	Master Facility Plan	Completed	$41,000
	Asbestos Removal	Completed	$16,500
	Infirmary Demolition	Completed	$24,500
Carry Over	Smith Building Elevator	Completed	$288,828
	Tractor Replacement	Completed	$60,500
	Blackhurst Dorm Roof Replacement	Completed	$45,830
	Backup Power Generator Replacement	In Progress	$127,640
	Coal Ash Auger Replacement	In Progress	$15,000
	Parking Lot and Sidewalk Improvements	Planned	$37,775
	Virtual School Plan $ 25,000	Not Planned	

The Virtual School Plan was not identified in the future services plan. This funding was used for improvements such as campus wide signage, Blackhurst Dormitory furnishing, lighting improvements, and painting.

Trades Building $ 1,670,000 Deferred

The Master Facility Plan and the Future Services Plan redefined the anticipated use of the Trades Building. The 2009-11 funding appropriation included $ 835,000 of general funds which the 2011-13 executive budget recommended for use to address key life safety improvement projects outlined in the NDSD Master facility plan.

NDSD is requesting additional general funding for values listed under the Additional Request column.

Executive Recommendation-Endorsed by NDSD

Priority	Description	Source	Approved Value	Funding Source	Additional Request
1	School Building Repairs	MFP	$ 520,200	2009-11*	
2	Blackhurst Dormitory Repairs	MFP	$ 250,400	2009-11*	
3	Main Campus Utility Transformer	MFP	$ 50,000	2009-11*	
4	Kitchen/Dining Building Repairs	MFP	$ 101,200	General	
5	Apartment and Garage Demolition	MFP	$ 17,000	2009-11*	
	Total Recommendation		$ 938,800		

$ 835,000 is recommended transfer from the 2009-11 appropriation

Architectural Design and Construction Management	$ 150,000
Total Recommendation Additional Funding Request	$ 150,000

One Time Optional Requests

Priority	Description	Source	Submitted Value	Funding Source	Additional Request	
1	Connecting Link- Phase I	MFP	$ 1,155,000	General	$ 1,157,119	
Deferred	Trades Building- Phase II 2013-2015	MFP	$ 1,533,840	General		See Campus Master Facility Plan Narrative
	Total Project Request		$ 2,688,840		$ 1,157,119	
	Blackhurst Dorm Doors	MFP	$ 50,820	General		Included in Executive Recommendation
2	Side Walk Improvements	ADA	$ 9,055	General	$ 9,055	
3	School Building Doors	MFP	$ 20,000	General	$ 20,000	
	Apartment and Garage Demolition	MFP	$ 17,850	General		Included in Executive Recommendation
			$ 97,725		$ 29,055	
	Total One Time Optional Requests		$ 2,786,565		$ 1,186,174	

North Dakota School for the Deaf
Request of additional general funding

Architectural Design and Construction Management	$	150,000
Connecting Link- Phase I	$	1,157,119
Side Walk Improvements	$	9,055
School Building Doors	$	20,000
	$	1,336,174

Campus Master Facility Plan (MFP)

- **2011-2013 Biennium**

  - **Executive Budget Recommendation Extraordinary Repairs Narrative**

    The School for the Deaf completed a facility master plan during the 2009-11 biennium, identifying over $5.0 million in critical extraordinary repair needs. Although the facility master plan also includes estimated costs to remodel the Trades Building and construct a link connecting the Trades Building and School Building, a more urgent need is to update buildings currently being used and occupied by children. Recommended repair projects are as follows:

    1. School Building repairs - The highest priority repair need is $520,200 for the School Building, currently occupied by the Head Start program. Repairs are needed to bring the building into code compliance, including fire alarms and a sprinkler system. Other repairs and improvements include air handling, air conditioning, electrical outlets and panels, and insulation.

    2. Blackhurst Dormitory repairs - This recommendation includes $250,400 for repairs to Blackhurst Dormitory, including ceilings, doors, floor coverings, air handling, humidification, air conditioning, plumbing, lighting, fire alarms, and other repairs. Blackhurst Dormitory is occupied by NDSD students.

    3. Utility transformer replacement - This recommendation includes $50,000 for replacement of three electric transformers that provide primary electric service to the campus. The current transformers are outdated and replacement parts are not available. Other remodeling projects include upgrading electric service to current code. This project is required to ensure that adequate electrical service is available to serve the remodeled buildings.

    4. Kitchen/Dining Building repairs - This recommendation includes $101,200 for air handling, humidification, ventilation, air conditioning, lighting, plumbing, and other repairs in the Kitchen/Dining Building. The Kitchen/Dining Building is used by NDSD students and children in the Head Start program.

    5. Apartment building and garage demolition - This recommendation includes $17,000 to demolish an apartment and garage. The buildings are in disrepair.

- The cost of these repairs $ 938,800 is offset by the recommended transfer to the NDSD fund of the $835,000 2009-11 biennium general fund appropriation for remodel of the Trades Building. This appropriation will be unspent during the 2009-11 biennium and is proposed to be transferred to the NDSD fund and spent during the 2011-13 biennium.

  NDSD endorses this recommendation since it includes life safety items that individually rank higher than the MFP projects.

Master Facility Plan project costs do not include professional services for Architectural and expected on site construction management requirements.

Please increase total project funding by $ 150,000 for Architectural Design and Construction Management due to the nature of these extraordinary repairs.

- **Connecting Link Construction** (Phase I -Optional Request) We propose requesting funding for Life Safety and ADA compliance to serve the School, the Gymnasium, and the Trades Building The connecting link significantly improves access to these campus areas.

- **2013-2015 Biennium and Beyond**

Trades Building Renovation (Project Phase II 2013-2015) to accommodate NDSD Center of Excellence to include the following.

- Lake Region State College Interpreter Trainer Bachelors program to include classrooms with video conferencing, a computer lab, a Functional High Tech Smart Lab, an Equipped Real Time Captioning office, and the program coordinator office.

- NDSD Interpreter (communications) Program classroom with IVN (highest technology) and offices for the coordinator and (8) interpreters.

- Outreach and Adult program which would include offices for staff (4), an Assistive Technology Center, and a Resource Library.

- Conference Room large enough to accommodate meetings and In-service Trainings for statewide staff, families and related program activities.

- NDSD Museum

Other Key Improvements as outlined in the Master Facility Plan such as the Administration Building project and boiler replacement will be presented as part of the NDSD MFP in future budget requests.

Conclusion

I am honored to serve as the superintendent of NDSD State Center of Excellence. This is a critical; yet, exciting time to be at NDSD.

I ask that you please allocate the funds as included in the Executive Recommendation plus Phase I which includes the Connecting Link and enables NDSD to be in compliance with code and ADA and allows us to work and provide services in a "safe" and "accessible" environment.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of ND. With your support, we can continue to make that happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing!

North Dakota University System

SB 2013 – Interpreter Grant Program

Senate Appropriations

January 10, 2011

Michel Hillman

Mister Chairman, members of the Senate Appropriations Committee. Good morning. For the record, my name is Michel Hillman, Vice Chancellor for Academic and Student Affairs, North Dakota University System. I am here today at the request of the chancellor in support of the DPI request for resources to serve Adult Learners across the state. To a large extent, North Dakota's future is dependent upon the availability of an educated workforce. The SBHE goal is for North Dakota to have the best educated workforce in the country – that is – the highest percentage of the state's population with an associates or bachelor's degree. With the number of ND high school graduates continuing to decline, an educated workforce must rely to a greater extent on the adult population. The economic future for adults without a GED or high school education is very limited. The majority of jobs at present and in the future require at least some post-secondary education, but adults cannot benefit from post-secondary education until they have completed high school or the GED degree. As you heard in previous testimony, more than 70,000 residents, more than 10% of the state's population, do not have a GED or high school diploma. Busy, working adults need convenient geographic access to basic adult education. North Dakota should not be in a position of turning ready adults away from education services. The NDUS has partnered with DPI on improving access to adult education across the state. We think the DPI request for additional Adult Education resources deserves strong consideration.

G:\Rebecca\Mike\Testimony\2011\NDUS SB2013 Testimony Adult Ed Hillman 1-9.docx

Appendix A

Chronological History

By

Lilia Bakken

North Dakota School for the Deaf

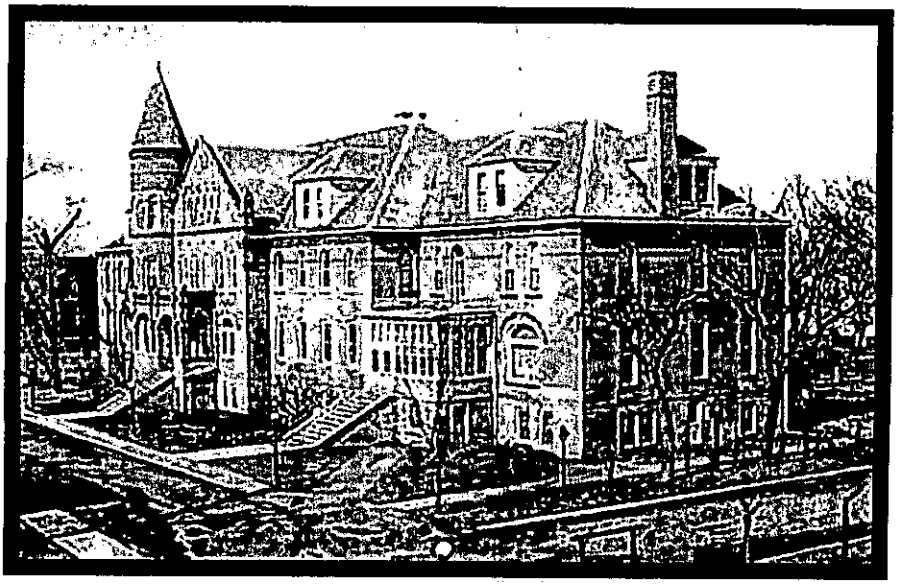
Chronological History
1890 - 2009

Prepared by Lilia Bakken
Communications Coordinator

1. Superintendent name and years of service
2. Average number students during tenure at NDSD
3. Communication mode used during tenure
4. Major initiatives during tenure
5. Photos of campus scenes during tenure

(Note: information herein was compiled from *NDSD Biennial Reports*)

History of the North Dakota School for the Deaf

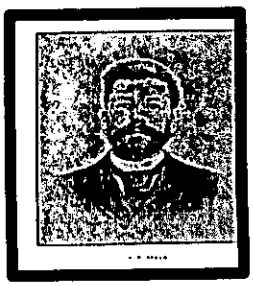


School Motto

"Looking back with pride
Looking forward with confidence"

A Division of the ND Department of Public Instruction
Dr. Wayne Sanstead, Superintendent

Superintendent Anson Spear
1890-1895

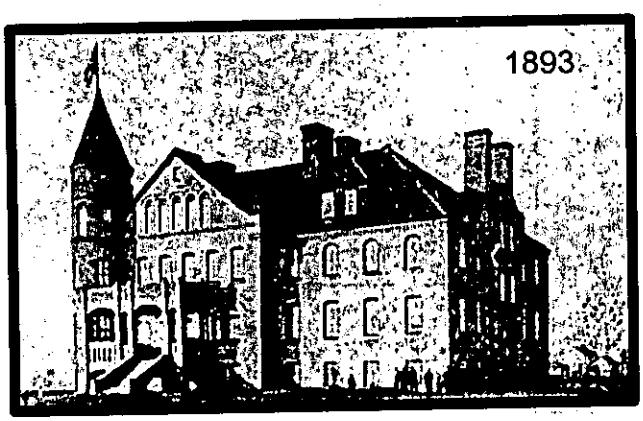


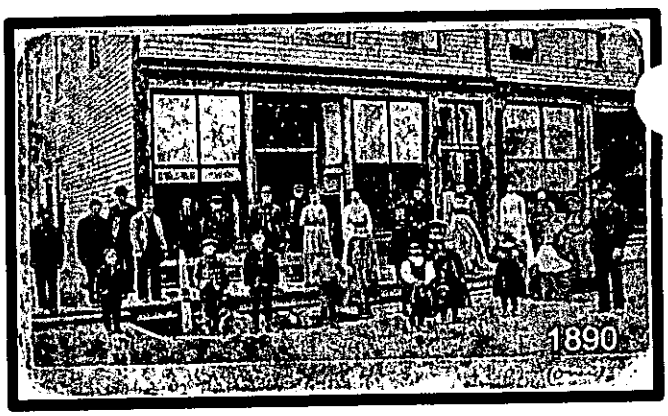
Average number of pupils during Spear tenure: **28**
Communication: **Combined method** - use of signs and manual alphabet
Use of oral methods with pupils who showed ability

Spear tenure

- Only deaf superintendent - 1890 helped establish North Dakota School for the Deaf
- Oversaw construction of main building ready for occupancy-1893
- Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping
- Established the *Banner*, a semi-monthly newspaper printed by students
- Law passed - $50 penalty for parents who refused to send their deaf child to school

1890-1895 scenes from campus





MISS CLARA HALVERSON AND HER CLASS, MAY, 1894
Left to right: Milley Gerke (Melica), Gilman Nordhougen, Hubert Miller, Effi[illegible] Smith (Mrs. Ringuette), Anna Magnus, George Kneidt (deceased), Clara [illegible] Halverson, Teacher (now Mrs. Joseph H. O'Leary), Mary Higtgen, Amelia Bercher [illegible] Willie Mosmer (deceased), Claude Ziegler, and Elsie Iverson.

Superintendent Dwight Bangs
1895-1912

Average number of pupils during Bangs tenure: **66**
Communication: **Combined Method**: use of signs, finger spelling, writing, and speech, adapting their uses with pupils as needed

The Bangs-mobile

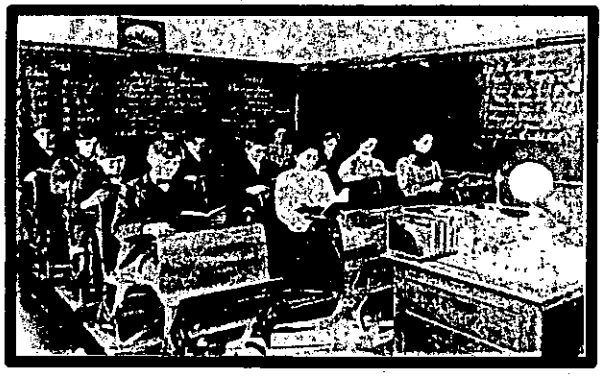
Bangs tenure

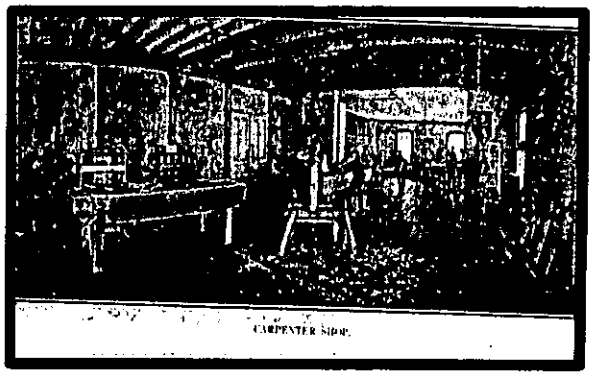
- School awarded first prize medal at 1904 *World Fair* in St. Louis for excellent exhibit of school work
- Power plant, steam heat, sewers, electricity and fire escapes
- Construction of infirmary, barn and new school building (construction of school was not completed until 26 years later)
- Implemented carpentry class
- First class of graduates – 1900

- Lobbied for:

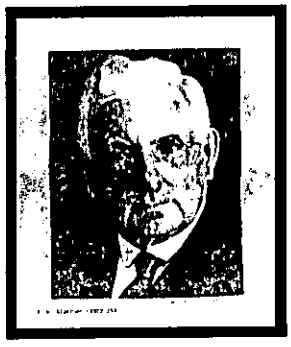
-stricter laws regarding school attendance for deaf children
-procedures for reporting deaf children from tax assessor's office to school census
-change school name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

1895-1912 scenes from campus





Superintendent J.W. Blattner
1912-1915

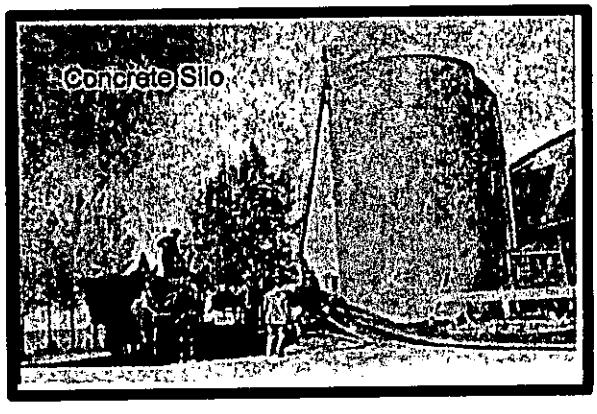


Average number of pupils during Blattner tenure: **111**
Communication: **Combined method** - emphasis on oral method – if pupils did not show benefit, transferred to manual department

Blattner tenure

- Construction of:
  - concrete silo
  - coal storage shed
  - Pupils won state merits for art work
- Lobbied for:
  - funds for additional trade programs
  - construction of Trades building (failed)
  - source of clean drinking water

1912-1915 scenes from campus



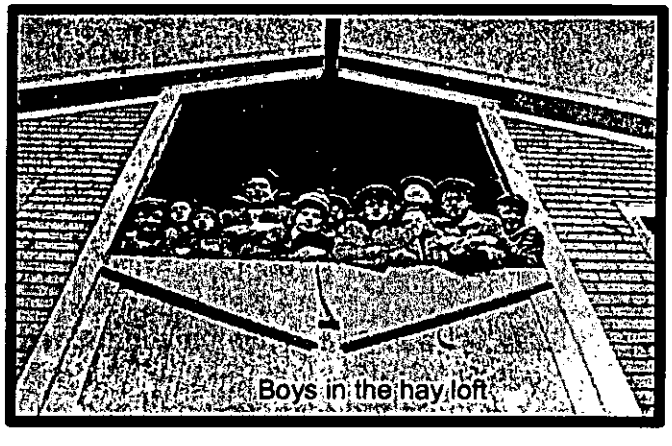
Superintendent Frank Read
1915-1920

Average number of pupils during Read tenure: **118**
Communication: **Combined method** – upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful pupils transferred to manual department (1916: seven oral classes and three manual classes)

Read tenure
- Lobbied for Trades building (failed)
- Purchased new printing equipment
- Implemented cabinet making and china painting
- Initiated *lawn fete,* an elaborate outdoor program performed by pupils
- Requested funds for additional trade courses: shoe repair and cooking
- North Dakota Association of the Deaf was established (1916)

(Note: Mr. Read died during his tenure - his wife assumed duties until a new superintendent was hired)

1915-1920 scenes from campus

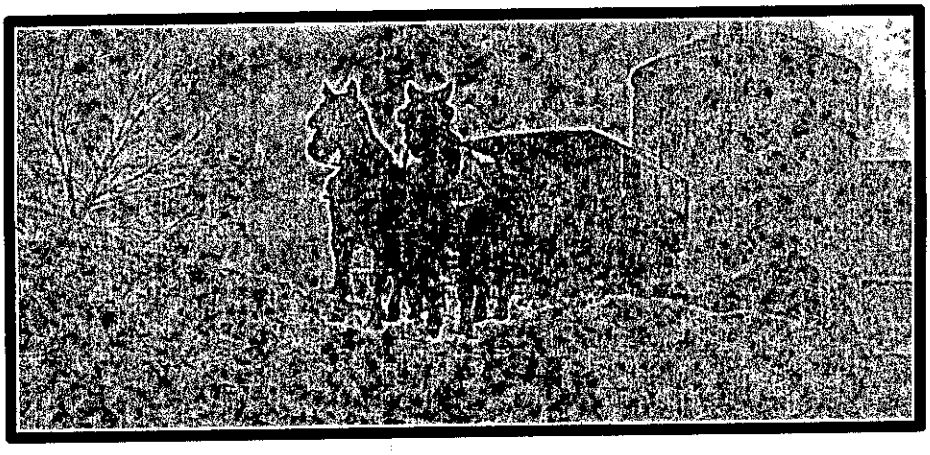


Superintendent M.C. McClure
1920-1921

Average number of pupils during McClure tenure: **120**
Communication: **Oral method** however if pupils were unsuccessful they transferred to manual department

McClure tenure
- Main building reshingled by carpentry pupils and instructor
- Lobbied and obtained funds to build new boys' dormitory

1920-1921 scenes from campus



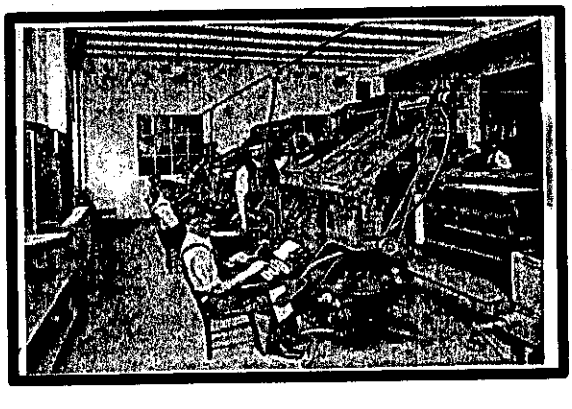
Superintendent Burton Driggs
1921-1937

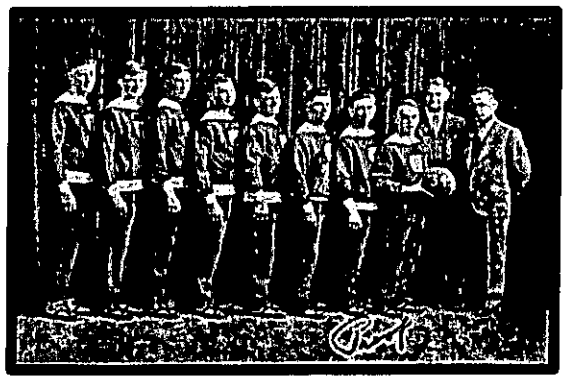
Average number of pupils during Driggs tenure: **123**
Communication: **Oral method**; pupils were taught speech and lip reading; **aural method**; pupils were reached through medium of the ear; **manual method**; use of signs and finger spelling

Driggs tenure

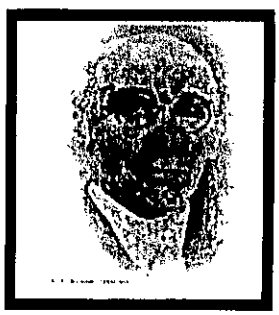
- Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, rug weaving
- Lobbied for completion of unfinished school building and need for new gymnasium
- Construction of Trades building and boys' dormitory
- Secured better farm stock
- Employed trained nurse to provide health care
- Established campus pond and bridge
- Built fire proof vault to protect school records
- The *Banner* elicited high praise nation wide
- Implemented spring pageants performed for the public

1921-1937 scenes from campus





Superintendent A. P. Buchanan
1937-1945

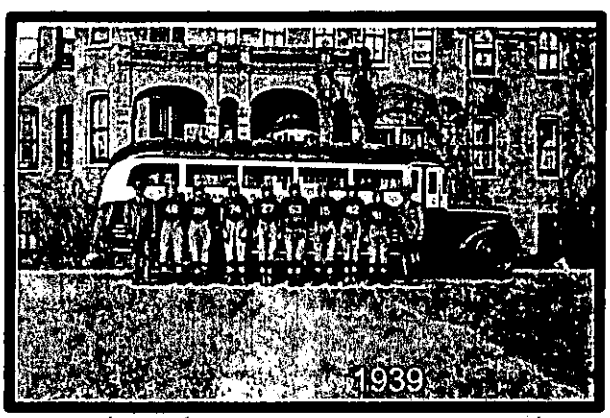


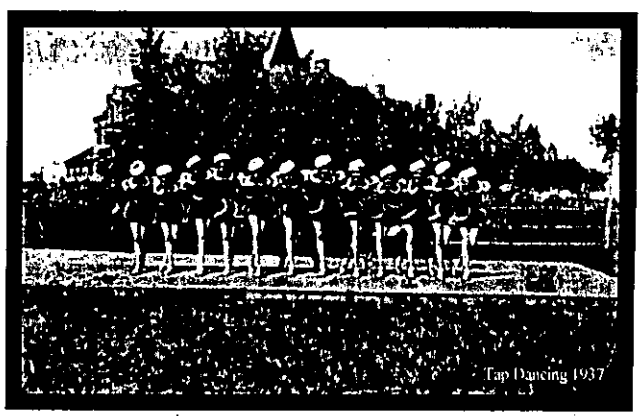
Average number of pupils during Buchanan tenure: **119**
Communication: **Combined method** - all pupils began in oral department and transferred to manual department as necessary

Buchanan tenure

- 1937-1939 highest enrollment in history, 140 pupils
- Purchased school bus
- Installation of two tennis courts
- Pupils presented popular outdoor revues
- Lobbied for increase in size of school and need for new gymnasium

1937-1945 scenes from campus





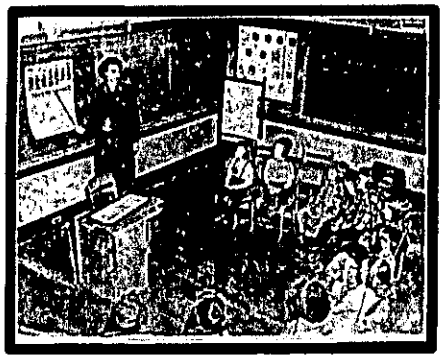
Superintendent Carl Smith
1945-1969

Average number of pupils during Smith tenure: **89**
Communication:
1945 pupils taught orally until 7th grade - if progress was not made then manual communication used
1951 pupils taught orally until 5th grade
1963 *Rochester* method adopted – oral and speech reading supplemented with finger spelling

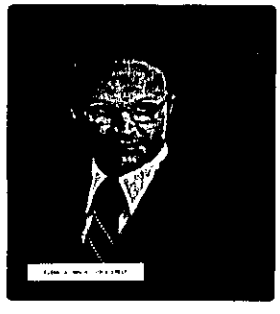
Smith tenure

- Discontinued farming operation
- Discontinued shoe repair program
- Construction of buildings: administration/girls' dormitory, gymnasium and completion of school
- Connected campus to city water and sewer lines
- Implemented new programs: driver training, maintenance, baking, painting, upholstery
- Lobbied to increase teacher salaries
- Sold 70 acres of land to city of Devils Lake for construction of junior college (1961)
- Cooperated with *Minot State University* to provide onsite training for teachers of the deaf
- Captioned Films for the Deaf
- Recommended *Old Main* be razed and new superintendent's house built
- Lobbied to change name from *ND School for the Deaf and Dumb* to *ND School for the Deaf*

1945-1969 scenes from campus



Superintendent Alan Hayek
1969-1981

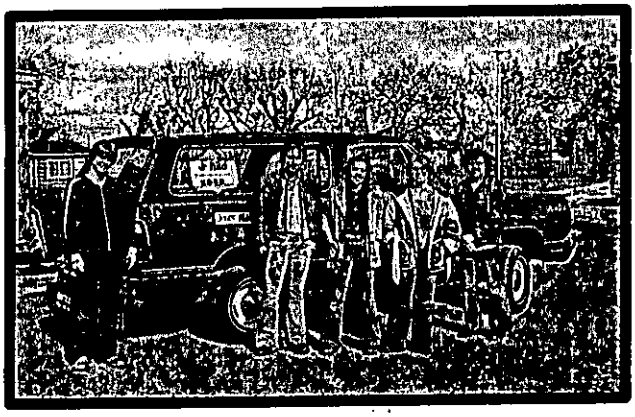


Average number of pupils during Hayek tenure: **101**
Communication: **oral supplemented** by use of sign language and finger spelling

Hayek tenure

- NDSD fully accredited
- Implemented:
  - Audiology Department
  - Captioned Video Lending Library
  - Parent-Infant Program
- Initiated idea of NDSD as *state resource center*
- PL 42-142 *Education for All Handicapped Children Act*
- Media Resource Center-High School and superintendent's house constructed
- North Dakota Registry of Interpreters for the Deaf established
- Sold 30 acres of land for construction of Vo-Tech Center
- Students enroll in trade classes at Vo-Tech Center
- Jr. Association of the Deaf established at NDSD (1971)
- Students participate in World Games for the Deaf

1969-1981 scenes from campus



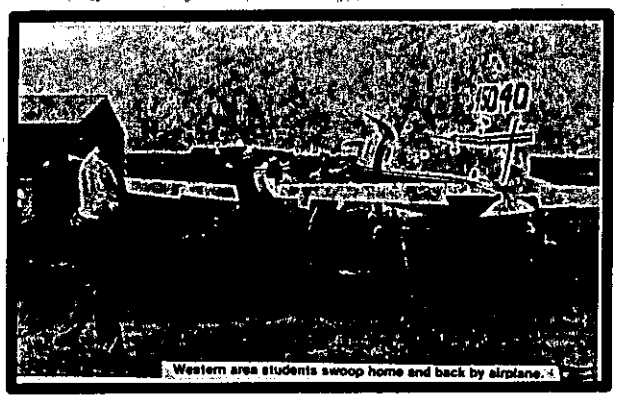
Superintendent Dr. Gary Holman
1982-1986

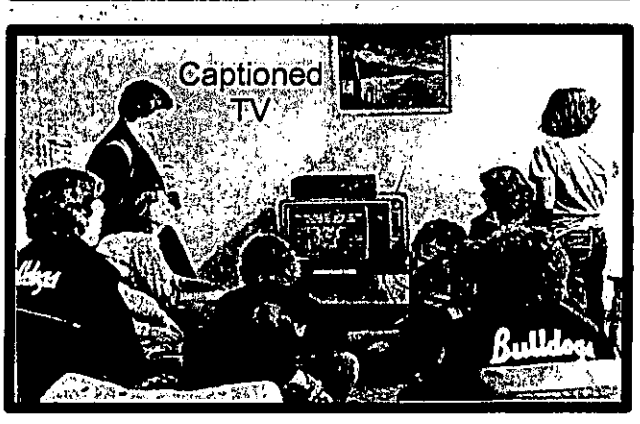
Average number of pupils during Holman tenure: **67**
Communication: ***Signing Exact English*** – signs devised to represent English, accompanied by spoken language, the SEE system provided simultaneous representations of visual and oral English

Holman tenure

- Implemented
  - Psychology Department
  - Close-Up Program
  - Communications Department (interpreters provided for mainstream students)
  - Reverse mainstream programs
  - Weekend flight transportation
  - Sports coops
- Construction of swimming pool
- Pool open to community coops

1982-1986 scenes from campus





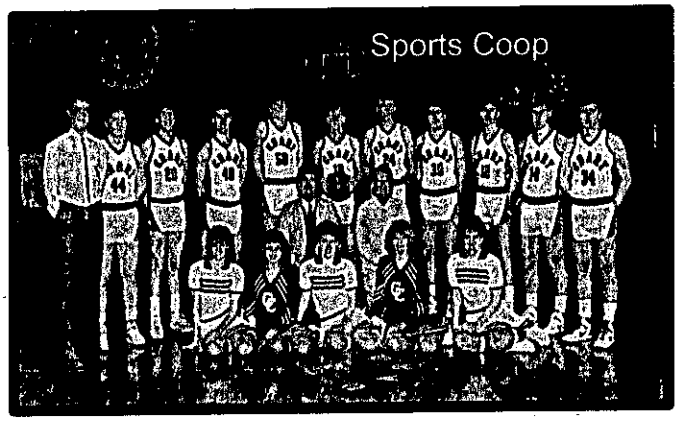
Superintendent Alan Mealka
1986-1990

Average number of pupils during Mealka tenure: **4**
Communication: **Total communication** – used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing

Mealka tenure

- Implemented
  - Summer camps for deaf and hard of hearing children
  - Family Learning Vacation
  - NDSD Outreach Program (1988)
  - Parent Hotline
  - Volunteer Program
  - NDSD's first promotional video
- Collaborated with special education units to form the *ND Coalition of Service Providers for Hearing-Impaired*
- NDSD *Heritage Center* established
- Individuals with Disabilities Education Act (IDEA) enacted

1986-1990 scenes from campus



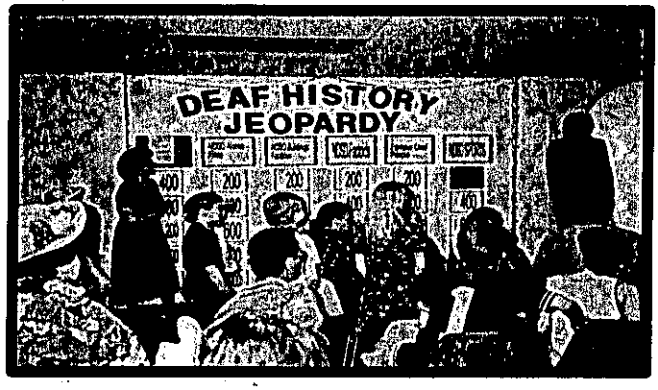
Superintendent Jaime Galloway 1990-1998

Average number of pupils during Galloway tenure: **55**
Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as natural language of deaf persons and fostered competency in both English and *American Sign Language*

Galloway tenure

- Celebrated NDSD Centennial (1990)
- Revised NDSD mission statement to include outreach services to deaf and hard of hearing children in North Dakota
- Caption-ready televisions (1993)
- FCC enacts captioning law (1996)
- Internet service
- Telephone relay service
- Individuals with Disabilities Education Act reauthorized (direct communication)

1990-1998 scenes from campus



Superintendent Rocklyn Cofer
1998–2005

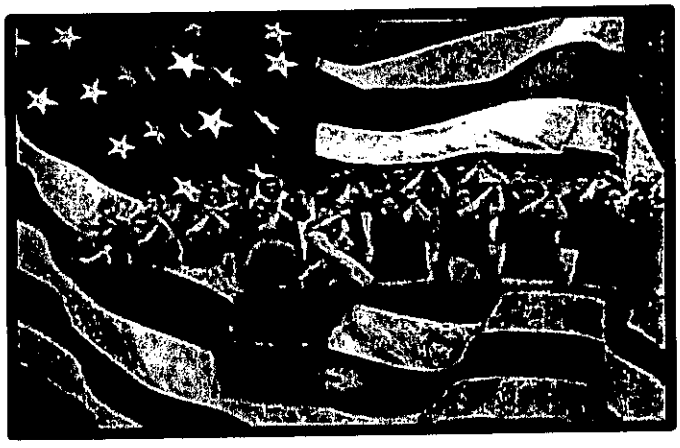
Average number of pupils during Cofer tenure: **36**
Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as the natural language of deaf persons and fostered competency in both English and *American Sign Language*

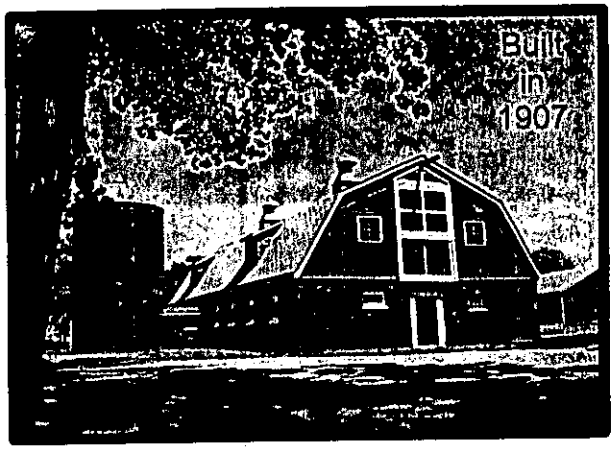
Cofer tenure

- Hearing screenings for infants
- Discontinued Trades program
- Blue Ribbon Task Force established
- ND Interpreter Law passed
  (Collaboration with ND Association for the Deaf)
- Implemented ASL & Interpreter Training Program (Collaboration with Lake Region State College)
- Implemented ND Captioning Center (Collaboration with ND Friends of Deaf Children Foundation)
- Offered Interactive Television Network classes

(Collaboration with Lake Region State College)
- ND Deaf/Blind Services housed at NDSD
- Individuals with Disabilities Act (IDEA) amended (2004)
- Down-sized - school building leased to Head Start

1998-2005 scenes from campus





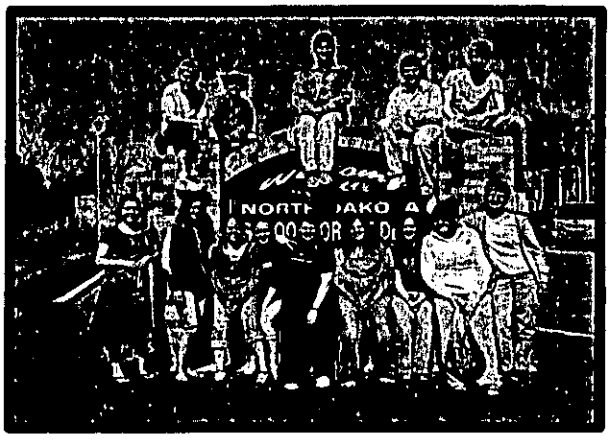
Superintendent Dennis Fogelson
2006-2009

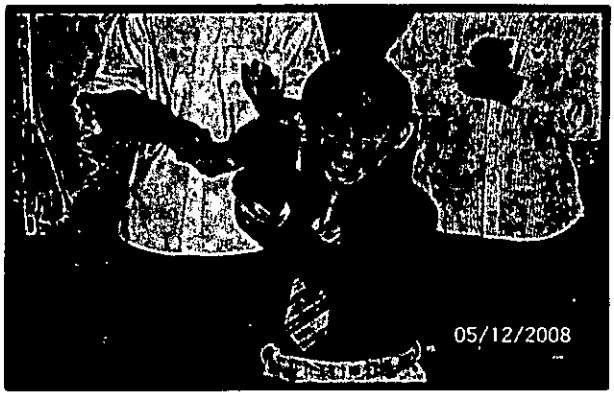
Average number of pupils during Fogelson tenure: **26**
Communication: Endorse use of visual communication and promote an environment in which *American Sign Language* and English mutually co-exist – communication must be direct, comprehensible and accessible

Fogelson tenure
- Legislature authorized expansion of services to adults

- Legislature passed Interpreter bill – NDSD delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real-time captioning costs incurred
- *American Sign Language* approved as vocational course by *ND Department of Career & Technology Education*
- Legislature mandated formation of transition team to review future role of NDSD

2006-2009 scenes from campus





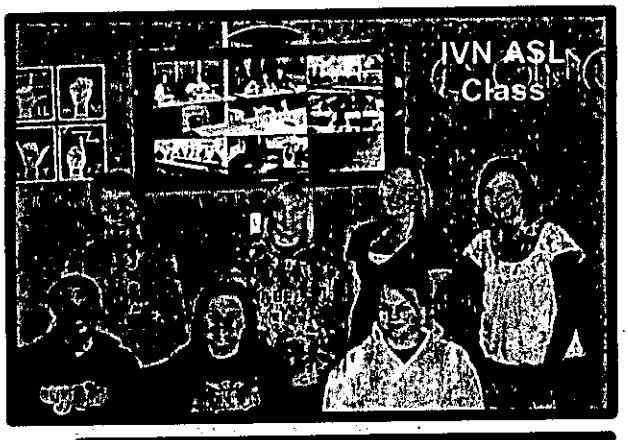
Superintendent Carmen Suminski
2009 – present

Average number of pupils during Suminski tenure: **23**
Communication: Endorse use of visual communication and promote an environment in which American Sign Language and English mutually co-exist – communication must be direct, comprehensible and accessible

Suminski tenure in progress
- Installation of elevator
- Completed the NDSD Future Services Plan with the Consensus Council, Inc. Bismarck
- Implemented Power School

- Instituted a Memo of Agreement between Devils Lake public Schools and NDSD
- Demolished the infirmary building
- Completed Campus Master Plan by EAPC Architects, Grand Forks
- Shared superintendent position with North Dakota vision Services/School for the Blind
- Installed public access videophones on campus

2009 scenes from campus



Times have changed
Demographics have changed
Laws have changed
Educational trends have changed
NDSD has changed

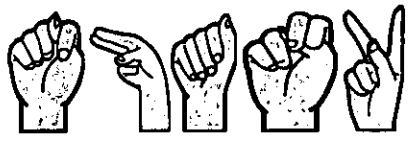
The North Dakota School for the Deaf adapted with changing times and assumed a dual mission:

1. Provide educational and residential services for deaf and hard of hearing children
2. Provide outreach services to deaf and hard of hearing people of all ages

Outreach services have been an integral part of NDSD since 1988. Thousands of individuals have been served. Throughout its long and proud history, the North Dakota School for the Deaf has encountered many challenges but one thing has remained constant ...

... North Dakota School for the Deaf continues to provide quality programs for deaf and hard of hearing individuals in our state

NDSD has evolved into North Dakota's Educational Resource Center on Hearing Loss & Deafness.



Thank you!

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Appendix B

Future Services Plan

Executive Summary

Transition Team Members

Outline and Description

Team Recommendations

Executive Summary
Activities and Recommendations of

The North Dakota School for the Deaf
Future Services Plan Transition Team

".... the excellence and successes of the past blended with the opportunities of the future."

Submitted to:

The North Dakota Department of Public Instruction (NDDPI)

By:

The Consensus Council, Inc.
1003 E Interstate Ave - Suite #7
Bismarck, ND 58503-0500

July 22, 2010

"What matters deafness of the ears when the mind hears?
The one true deafness, the incurable deafness, is that of the mind."
----- Victor Hugo

Executive Summary

The Task:
The North Dakota School for the Deaf Future Services Plan Transition Team, a group of 13 individuals (attached) representing a broad-based constituency, selected and appointed by the ND Superintendent of Public Instruction was charged with the task of identifying a plan for and meet the changing needs of deaf and hard of hearing students and citizens of the state as mandated in HB 1013, Section 19 (attached).

The Process:
The Department of Public Instruction contracted with the Consensus Council, Inc., a private, neutral third party, to facilitate the process and assist the Transition Team in developing and documenting their conclusion and recommendations.

The Transition team members participated in a series of 8 meetings, (October 2009 through June 2010) held in Bismarck and Devils Lake, and utilized a consensus-based decision-making process to receive, review, assess, distribute and evaluate a substantial quantity of information to drive its activities. A specific documentation process was employed to ensure that all aspects of the process were recorded and available for future reference.

The Transition Team defined its role and established a set of values that it agreed to utilize in making their decisions and forming their recommendations. In addition to the responsibilities of the Transition Team members to represent their respective constituencies, efforts were ongoing to encourage openness and transparency by providing opportunities for public participation and input and venues for the sharing and posting of information and materials.

The Transition Team intends its efforts to provide the ND Department of Public Instruction with a product that is not *"business as usual,"* but a *"reflection of the excellence and successes of the past blended with the opportunities of the future."*

The Conclusions and Recommendations:
The Transition Team addressed and responded specifically to each of the six (6) components identified in HB 1013. These recommendations are included in this summary (attached) and should be reviewed for their specific content. However, for the purposes of this summary, the themes and broader focus of the Transition Team's conclusions will be highlighted.

History and Tradition:
The NDSD has a long, proud and successful tradition of providing a quality residential education to students who are deaf or hard of hearing. It is the Transition Team's position that this history exemplifies the process of innovation and change and serves as the solid foundation upon which a quality set of services can be based for the future. This includes recognition of the individualized needs of the students, an acknowledgement of the diverse philosophies relative to deaf education, and a respect for cultural and social uniqueness. The Transition Team addressed and established as false the perception and fear that its mission was a camouflaged initiative to "close the school." Rather, the Transition Team's recommendations embrace and support the

continued availability of existing services in an integrated service-delivery system based on individual needs and choices. Additionally, the Transition Team supported the preservation of and access to the materials, artifacts and memorabilia (including the pond and the bridge) that reinforce the link/bridge from the past, to the present, and on to the future.

Continuum of Service:

Of significant note is the expanded scope of services that the Future Services Plan is expected to include – NDSD's former focus on school age children has changed to a clear responsibility for services to infants through senior citizens who are deaf or hard of hearing. The expansion of this parameter and the respective charge that it conveys to the Department of Public Instruction cannot be adequately addressed without a reciprocal acceptance of the need for increased resources and support.

The Transition Team undertook an extensive process that first identified the profiles of the service populations and then moved on to inventory their respective needs, the services currently available, the existing gaps in services, and the proposed/potential service and program options needed to close the gaps.

The Transition Team recognized and accepted the fact that it was unrealistic to expect its product could include the answers to all of the questions, responses to all of the needs and a plan/blueprint that would address all of the issues. The Transition Team chose to address this limit and its responsibilities by embracing the concept of a comprehensive continuum of services and the establishment of an organizational structure within which such a continuum could develop, expand and respond to the current needs and those yet to be identified. Subsequently, it was also apparent to the Transition Team members that the actions, activities and initiatives necessary to establish and maintain the continuum could only be achieved by a steady and ongoing, long-term process endowed with the necessary resources, authority, oversight and flexibility. This became a primary focus and ultimately the "pillar" recommendation of the Transition Team.

To provide this structure and organization the Transition Team recommended that "…. North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age." The Transition Team identified specific structures, roles and responsibilities relative to the NDSD/State Center of Excellence (attached). Conjunctive with this recommendation, the Transition Team recommended the establishment of the "NDSD/Center of Excellence Advisory Council (a previous iteration of this group was the NDSD Advisory Council which has not been meeting regularly for some time) with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, alumni, administrators, legislators, services partners and Future Services Plan Transition Team representatives. It is expected that this group will have an active role in the development and ongoing operations of the NDSD/State Center of Excellence.

The Transition Team acknowledged the need for further development of an actual strategic plan and an ongoing outcomes-based process to assess and evaluate needs, progress and effectiveness. The NDSD/State Center of Excellence will serve as the central responsible entity for research, data gathering and information (and referral) regarding issues related to deafness and hearing loss.

Partnerships/Collaboration:
The vision and mission of the NDSD/State Center of Excellence is one of partnership, cooperation and collaboration. The Transition Team rejects the idea of duplication of services and endorses the critical nature and value of working with existing providers and stakeholders on the local, state, regional and national levels. This same collaborative/partnership approach is envisioned for the development of new programs and services, sharing of information and best practices models, purchase and provision of fees for service, and an overall strategy that employs and utilizes the separate and combined knowledge, expertise, strengths and resources of all stakeholders (parents and families, local school districts, the ND Department of Human Services, ND Vocational Rehabilitation, colleges and universities, non-governmental organizations, state, regional and national associations, etc.) to meet the needs while developing and providing services directly only in those cases where it is not or cannot be done alternatively.

Empowerment/Advocacy/Information/Referral:
The Transition Team recognizes and supports the development of philosophies, values and services that promote and support the individual (and family). Noting that choice is a matter of individual freedom and should not be forfeited because of any disability, the Transition Team is cognizant of the fact that, if there are no attractive or accessible options available, the reality is that there is no choice. Individuals who are deaf or hard of hearing (and their families) must be provided with the information necessary to make a decision or choice, and assisted to develop and supported to exercise the skills needed to advocate for themselves. Similarly, deaf and hard of hearing individuals represent the most significant component of the stakeholder pool and should share in the processes, decisions and responsibilities of their own service plans and the planning for future services. The Transition Team considers this value to be intrinsic and integral to all aspects of the continuum of services.

Technologies:
The unique demographics and geography of North Dakota assert some challenging demands on the provision of and accessibility to services. Additionally, advances in care, treatment, and educational approaches are coming on scene with increasing speed. The Transition Team recognized this and determined that a significant level of effort and investment must be made in identifying, implementing and sustaining technologies that support these advances and opportunities and efficiencies they represent.

Efficiencies and Good Stewardship:
The Transition Team values the service needs of the "individual" and respects the costs of meeting those needs. These components are not mutually exclusive, but carry with them the need for an honest commitment to make the difficult decisions and budgetary

choices for the right reasons and, with both long and short-term goals in mind. "....There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing funds and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor."

The Transition Team agreed that this approach should be true for the thoughtful and planned use of the campus and its facilities, as well as, the development of revenue generating activities. The Transition Team was appropriately concerned that a number of planning activities relative to both of these concerns were taking place simultaneously, and virtually without any communication and coordination between the groups involved. The Transition Team supported the basic goals of the various efforts, but recommended that they be joined and coordinated and that campus planning and efforts to generate revenue be done in sync with the Future Services Planning efforts (under the purview of the NDSD/State Center of Excellence Advisory Council).

Next Steps:

With the submission of the completed report, the "next steps" officially rest with the North Dakota Department of Public Instruction. It is understood that the recommendations of the Transition Team are just that, recommendations, that the Department of Public Instruction is under no obligation to accept all or any of them. It is the hope that the work of the Transition Team represents a valuable outline of opportunities based on the extensive work that they have done and the consensus that they have achieved.

The Transition Team has offered a number of specifics related to the tasks it was assigned, the needs and gaps in services, the development of a NDSD/State Center of Excellence and other options. The Transition Team has provided an initial draft of a "phase-in" outline and its membership, to a person, has expressed a willingness to continue their involvement in the further development of the plan and its implementation. This may include efforts to secure support for the plan, legislative advocacy, and potential membership on the NDSD/State Center of Excellence Advisory Council.

Appreciation:

This report and its recommendations would not have been possible without the consistent hard work, commitment, time, energy and goodwill of the members of the Transition Team and the support staff from the ND Department of Public Instruction. Their personal and professional investments and subsequent willingness to continue to work with and support the Future Services Plan truly reflect "the excellence and successes of the past blended with the opportunities of the future." Their efforts are expected to have a positive impact for years to come.

North Dakota School for the Deaf
Future Services Plan
Transition Team Members

NDSD Future Services Plan
Transition Team Contact List

Fred Bott, Mayor - Devils Lake, ND
Devils Lake, ND 58072

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Bismarck, ND 58501

Terry Solheim (Parent)
Fargo, ND 58102

Cynthia Tastad (Parent)
Rolette, ND 5836

Senator **David Oehlke**
Devils Lake, ND 58301

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Special Education – Memorial Hall 210
Minot State University
Minot, ND 58707

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School for the Deaf
Devils Lake, ND 58301

Senator **Larry Robinson**
Valley City, ND 58072

Michelle Rolewitz, President
NDAD and NDSD Alumni
Fargo, ND 58102

Celinda (Cindy) Wetzel
Bismarck Public Schools
Hearing Impaired Coordinator
Bismarck, ND 58501

NDSD/State Center of Excellence

"Serving all North Dakotans with Hearing Loss"

OUTLINE and DESCRIPTION

NDSD/State Center of Excellence

"Serving all North Dakotans with Hearing Loss"

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the maintenance and coordination of existing services, identification and provision of expanded services, expansion of outreach services, development of a model/laboratory school and other related, non-duplicative services for individuals who are deaf or hard of hearing.

Basic Structure

Purpose:

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the development, coordination and maintenance of a comprehensive continuum of non-duplicative services for all citizens who are deaf or hard of hearing (infants through senior citizens).

Mission:

To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.

Center of Excellence Values/Philosophy (adopted from the Transition Team's Value Statements):

- The focus will always be on the people (individuals and families) who need/receive/utilize the services.
- All services to be provided and developed will be of the highest – "best" - quality.
- Planning and services will be need-driven, responsive and flexible.
- All activities will reflect a leadership role that is current, and creative.
- The NDSD/SCOE will utilize a partnership/collaboration approach that incorporates tradition, proven strategies and innovative approaches.
- All related laws and regulations will be identified and respected.
- Fiscal responsibility and good stewardship will be stressed.
- Services will be based on a continuum that reflects a broad focus and comprehensive process encompassing all programs serving individuals who are deaf or hard of hearing in the state (infants to senior citizens).
- All services will be available and accessible to all individuals who are deaf or hard of hearing.
- All services will be open to all North Dakotans regardless of race, ethnicity, geographical location or age.

DPI Portfolio:

The NDSD/State Center of Excellence will be established under the authority and jurisdiction of the ND Department of Public Instruction (DPI). As such, the ND Department of Public Instruction will be responsible to:

- Establish and maintain consistent state policies and philosophies regarding the education of and provision of non-duplicative services to ND citizens who are deaf or hard of hearing.
- Establish an administrative and managerial structure for the NDSD/State Center of Excellence that provides management, oversight, planning, budget and fiscal services.
- Develop, implement, monitor and maintain a strategic service plan (comprehensive continuum of services) for the provision of education and other non-duplicative services to ND citizens who are deaf or hard of hearing.
- Gather, evaluate and maintain relevant statistics and data regarding the citizens of ND who are deaf or hard of hearing.
- Explore and develop innovative/best practices models and partnerships with other state, regional and national educators and service providers.

NDSD/State Center of Excellence:

The NDSD/State Center of Excellence will be staffed by qualified, experienced professionals who may be located on the NDSD campus or in regional/outreach offices throughout the state. The NDSD/SCOE will be responsible to:

- Identify, develop, manage and maintain a continuum of services that is available and accessible for/to North Dakota citizens (infants through seniors) who are deaf or hard of hearing.
- Provide Long/Short Term Educational Services (summer programs)
    - Residential Services
    - Laboratory School
    - Non-traditional Educational Services Based on an "Open/Revolving Door with Wrap-around Services" Philosophy
- Maintain and continuously improve services to school age children (including traditional and non-traditional residential options).
- Maintain and broaden the scope of existing programming and services (infant, preschool, outreach, research, including Individualized Family Service Plan (IFSP) and Individualized Education Program consultation (IEP), etc.).
- Establish and maintain quality standards that promote a statewide policy/philosophy on services and support consistency from community-to-community, school-to-school, and provider-to-provider.
- Provide a comprehensive information and referral service for individuals, families and the general public.
- Develop, provide and maintain a public education/information/awareness program regarding deaf and hard of hearing issues.
- Provide and coordinate data and research services as they relate to the full continuum of services.
- Serve as the focal, coordinating and support point for the exploration and utilization of technology and technology-based initiatives, and coordinate the implementation of specific options as they are deemed appropriate.
- Coordinate vocational services, employment placement and employment support services with other partners and providers in the state.
- Coordinate and provide social and deaf cultural programs and services.

- Serve as the coordinating partner for the expansion and monitoring (training, certification and accountability) of interpreter services.
- Identify and promote innovative best practices partnerships and models that support quality services and economies of scale at the local, state, regional and national levels.
- Establish, implement and maintain a plan for the management and effective utilization of the NDSD campus, its buildings and facilities (recognizing and supporting the history and traditions of NDSD).
- Coordinate, expand and provide cultural and social activities and opportunities for children and adults who are deaf or hard of hearing, their parents and families.

The NDSD/Center of Excellence Advisory Council will be reorganized and reestablished. Its membership will reflect a broad comprehensive representation of stakeholders including consumers, administrators, legislators, services partners and Future Service Plan Transition Team representatives. The Council must have clearly defined responsibilities to provide oversight, advice and recommendations regarding the management, direction and services provided by the NDSD/State Center of Excellence, and should be actively involved in strategic planning and accountability, and efforts to move the Transition Team's recommendations from "paper to reality."

Potential Partners and Collaborators:

The NDSD/Center of Excellence will not duplicate or assume the responsibilities of other groups, organizations or agencies, but will work in partnership and collaboration with stakeholders and service providers to identify and meet existing and changing needs and develop and provide appropriate, responsive services and programming.

Potential Partners

- Parents, Consumers and Advocacy Groups
- Schools and Special Education Districts
- Higher Education - Colleges and Universities
- Hospitals and Medical Facilities
- Alumni and Staff of NDSD
- Advocacy Organizations and Agencies
- North Dakota Department of Human Services (Vocational Rehabilitation, Aging Services, Regional Human Service Centers, etc.)
- Child Care Providers
- State and National Education and Service Providers
- AARP
- North Dakota Long Term Care Association
- North Dakota Centers for Independent Living (Bismarck, Fargo, Minot and East Grand Forks)
- North Dakota Dual Sensory Project
- North Dakota Vision Services/School for the Blind
- County/Area Public Health Units
- Service Groups and Organizations

Service Populations/Profiles:

#1. Infants – 0 to 2 years

#2. Preschool – 3 to 5 years
#3. Elementary – 6 to 11 years
#4. Junior High/Middle School – 12 to 15 years
#5. High School (transition) - 16 to 21 years (or graduation)
#6. Young Adults – 22 to 35 years
#7. Adults – 36 to 64 years
#8. Seniors Citizens – 65 years and older

Specific Examples of Essential/Core Services

- Assessments and Evaluations
  - Newborn
  - Preschool
  - School age
  - Adults
  - Seniors
- Case Management Services
- Early Intervention Services
- Family Support, Training and Education Services
- Pre-school (Regional Preschool Programs) Services
- Language Training Services
- Interpreter Services
- Assistive Technology (including hearing aids) Services
- Consultations (including IFSP and IEPs)
- Information and Referral Services
- Advocacy/Mentoring and Peer Support
- Education and Consultation (school and special education districts) Services
- Audiology Services
- Vocational Services
- Mental Health Services
- Cochlear Implant Support Services
- Social and Cultural Support and Education Services

North Dakota School for the Deaf
Future Services Plan Transition Team Recommendations

Recommendations Specific to HB 1013 - Section 19

In providing these observations and recommendations, the NDSD Future Services Plan Transition Team wishes to ensure that their work will not be viewed or handled as "just another study." Rather, their efforts have been directed to provide the ND Department of Public Instruction with a product that is not "business as usual," but a "reflection of the excellence and successes of the past blended with the opportunities of the future." The members of the Transition Team are prepared to assist in carrying their recommendations forward in a realistic manner.

Task #1:

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

Transition Team Observations and Recommendations:

The Transition Team spent a significant portion of its time on this task. The Team developed a series of profiles (age groups) and compiled extensive information regarding available services, gaps in service, and recommended/needed services for each profile group (See: *Service Needs Grid*, Addendum #6). The Transition Team believes that this work represents information that is significant, not only within the current service environment, but also as a key component in planning and service development (strategic plan).

This effort must be considered in conjunction with the primary recommendation and central pillar of the Future Services Plan, the establishment of the NDSD/State Center of Excellence (a recommendation that is more specifically defined in a later section). The focus of future services, as envisioned by the Transition Team, is one of:

- Developing and defining a clear mission;
- Identifying needs and service gaps;
- Collaborating and partnering with other groups, agencies and organizations to provide the services; and
- Establishing a structure with the authority, resources and flexibility to address these points in a specific and ongoing manner.

Task #2:

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

Transition Team Observations and Recommendations:

The current trends, demands and changes relative to educational and other services for individuals who are deaf or hearing-impaired are neither unique nor exclusive to North Dakota. While these factors are being addressed by other states in a variety of ways, the NDSD Future Services Plan Transition Team chooses to recommend and endorse an ongoing, open relationship with all providers. The Team expects that this type of

approach will foster the identification of potential partnerships and encourage the establishment of a network of partners and collegial relationships that will support the development of the types of partnerships and initiatives envisioned by the Legislature.

It must be noted that NDSD is an active member of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and NDSD staff participate in monthly conference calls and attend regional and national CEASD conferences. Additionally, the ND Department of Public Instruction and other groups and organizations are engaged in local, state, regional and national organizations that support this type of approach. The Team recognizes that it is not identifying or recommending specific partnerships at this time, but wishes to compliment the existing and potential options with the clear understanding that the proposed NDSD/State Center of Excellence will be the organizing and coordinating catalyst for future endeavors.

Currently, there are no "out of state students" enrolled at NDSD. However, ND Century Code 25-07-05 clearly allows for this option -

> "A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the School for the Deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of the state to the exclusion of a child who is a resident of this state."

Based on the Individualized Education Program (IEP) planning process, North Dakota students could be placed at an out-of-state program with tuition based on the fee structure of the specific agency.

The Transition Team believes that these two options represent a tiny fraction of the potential opportunities that exist to effectively, efficiently and economically address ".....the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired" in North Dakota.

The Transition Team recommends that the NDSD/State Center of Excellence Advisory Committee take an active interest and role in this component and suggests that efforts to pursue these types of partnerships be identified, prioritized and addressed through the strategic planning process.

Task/Goal #3:

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

Transition Team Observations and Recommendations:

The values developed and adopted by the Transition Team throughout their work reflect a desire that any proposed services for individuals who are deaf or hard of hearing be of the highest quality, and that ND be seen as a leader in the field. Consistent with this

goal, the Transition Team reviewed specific documents and materials throughout their meetings to build their awareness of current research findings as well as local, state, national and international trends in the education of deaf or hard of hearing individuals. Further, expert representation on the Transition Team contributed relevant research data and reported current developments from national conferences as needed.

Following is a brief outline of areas covered in the presentations, documents, reviews, discussions and reports:

- History of NDSD
- Education Philosophies
- Current Services
  - NDSD
  - Local Schools
  - DPI
- Facility Inventory
- Demographics – Current and Future Projections/Trends
  - Youth/Adults
  - Rural/Urban
- Past Initiatives/Studies
- Public Input
  - Parents/Families
  - Students/Alumni
  - Educators
  - General Public
- Best Practices
  - National Programs and Trends
  - State Programs and Trends
  - Local Programs and Trends
- Economic Concerns/Issues – General and Specific
- Local/State Impacts and Options
- Budget Info/Issues
- Various Articles and Publications

A comprehensive listing of the documents, resources and other information reviewed by the Transition Team was referenced earlier.

Task #4:

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

Transition Team Observations and Recommendations:

Previous sections of this report have provided a broad perspective of the meeting process. The Transition Team values the energy, efforts and commitment of its members and is comfortable that it has "done its work" throughout this initiative. The materials, specifically the meeting summaries, provide a more detailed description of their activities and discussions and Transition Team members encourage the recipients of this report to review those materials. All of the information and materials may be accessed on the NDSD website: www.ndsd.gov.

Task #5:

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

Transition Team Observations and Recommendations:

There are efforts currently underway at NDSD to develop and expand operational services and options that can serve as revenue generators. These include:

- Rental of unused space (current entities renting space include EduTech, Department of Commerce, Protection and Advocacy, Head Start, and Martial Arts Program);
- Provision of Interpreter Services; and
- Tuition for ASL (American Sign Language) IVN classes from participating North Dakota high schools through the Northeast Education Services Cooperative.

Under the direction of the current administration and with the expected assistance and direction of the NDSD/State Center of Excellence Advisory Council efforts must be continued and expanded to identify other options and avenues to generate revenues. These include the more efficient and effective use of campus buildings and facilities (rentals), development of fee-for-service options, expansion of partnership options and collaborative ventures with local, state and regional partners, and collaborative use of buildings and facilities with other education partners (Devils Lake Public Schools, Lake Region State College, the Area Vocational Tech Center, the local Parks Department, and Adult Education).

Task #6:

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

Transition Team Observations and Recommendations:

There are multiple processes underway to address the issue of long-range site and facilities planning on the NDSD campus. Although these have been initiated with the very best of intentions, it must be noted that there has been little or no contact, communication or coordination between the various groups. The absence of a coordinated approach has resulted in a number of misunderstandings and concerns. Timeline and fiscal pressures have further magnified the problems.

The Transition Team questions the logic of developing a "master" plan for the use of NDSD campus facilities and buildings before the Future Service Plan has been developed (the mission should be clearly established and carefully considered in relation to the use of the existing or potential facilities).

Concerns were raised regarding plans for the campus as they relate to the recognition and preservation of the NDSD history and tradition (i.e., the pond and bridge, and the materials currently stored in the Trades Building).

Funds ($800,000) were appropriated by the 2009 Legislature to make needed improvements to the Trades Building with the intent that it would be marketed and utilized as a potential source of income. Because of the context within which these efforts have proceeded, no decisions have been made to-date and, consequently, it has not been possible to identify a potential renter or secure the necessary financial leverage to cover the full costs of renovation. The Transition Team is concerned that legislators may be frustrated that this effort has not moved forward and agreed to support the efforts of the DPI to initiate the basic updates needed to bring the Trades Building up to current building, safety and accessibility codes. This approach would prepare the building for further renovations which can be identified and determined at a later date, and still move the process forward in a considered and thoughtful way.

The Transition Team concluded and agreed that the efforts already underway by the NDSD Facilities Committee, EAPC (contracted architects/engineers), and the Future Services Plan Transition Team should be merged and the collaborative group encouraged to consider and support the current and future (long-term) mission and needs of the NDSD/State Center of Excellence concept. Additionally, these efforts should leverage every opportunity for the full and efficient use of the buildings and grounds in partnership with the community, state and local service providers and private entities (area Head Start and Lake Region Human Services were noted as logical partners). Further, any plan for campus facilities should recognize and support the preservation of the NDSD history and traditions and should integrate the NDSD historical "treasures" currently stored in the Trades Building into a more accessible and open campus-wide display that can be maintained for alumni, guests and posterity.

Costs/Cost Issues

Consistent with the Transition Team's established values, both the education and service needs of "the individual" and the costs of meeting those needs must be addressed.

There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing fund and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor.

The Transition Team debated and considered cost comparisons between the provision of services in the existing residential model versus community-based inclusion models (NDSD vs. local school districts). The Transition Team concluded that, beyond establishing some general parameters, this effort is neither possible nor reliable because of the significant variance in factors between these two models and the service differentials incumbent upon the specific needs of individual students as identified in the Individualized Education Program (IEP). It is just not possible to compare the two. Additionally, the sources of the funds may influence the numbers and cause them to be suspect.

Primary Recommendation:

The primary conclusion and recommendation of the NDSD Future Services Plan Transition Team is that North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age (See: *NDSD/SCOE Description*, Addendum #6, and *NDSD/SCOE Phase-In Outline*, Addendum #7).

As indicated under Task/Goal #1, this recommendation encompasses the specific needs, identifies the mission and focus of future services, and establishes the necessary structure, authority and resources needed to take advantage of the opportunities identified in this effort. The previously referenced documents are intended to supply some of the specifics of how, what and when.

Additional Recommendations:

The following recommendations represent components or aspects of future services that may be assigned or come under purview of the NDSD/SCOE, but are significant enough that the Transition Team chose to highlight them separately. Additionally, several of them may require legislative assistance or action.

- Establish a uniform, consistent process for training, certifying and monitoring ASL interpreters in numbers that will meet the existing and future needs.
- Establish a universal infant screening program in all birthing hospitals.
- Establish ASL as a credited option for foreign language requirements in all North Dakota high schools and be considered under the same designation within the university system.
- Review, reorganize and reestablish the NDSD/Center of Excellence Advisory Council with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, administrators, legislators, services partners and Future Services Plan Transition Team representatives. Activities of this group would also include:
  - An active and involved leadership role with broad representation of the stakeholders who would be directly responsible to advocate for the FSP and support the NDSD transition;
  - The development of a strategy to tell the NDSD/SCOE Story;
  - The development and implementation of a strategy to assist DPI in moving the necessary bills through the legislature;
  - The provision of supporting information, testimony and material to the legislature and the public;
  - The prioritization of the needs and "phase-in" process; and

- The development, implementation, and monitoring of the NDSD/SCOE strategic plan.

NDSD Accreditation Issues:

Regrettably, the Transition Team became aware of some issues and concerns related to the accreditation of the NDSD high school program very late in the process. The Transition Team's reaction was to recommend that the Department of Public Instruction and the NDSD's administration formalize agreements with Local Education Agency (LEAs), the Devils Lake Public School District, and distance learning providers to ensure the availability of student-centered choices based on the needs identified in each student's Individualized Education Program – in short, options to assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum. The Transition Team has requested and is seeking further information and clarification regarding this issue and is, at the time of this report, awaiting a response from the Department of Public Instruction.

The North Dakota School for the Deaf
Future Services Plan Transition Team
2009-2010

".... the excellence and successes of the past blended with the opportunities of the future."

The North Dakota School for the Deaf Future Services Plan Transition Team, a group of 13 individuals representing a broad-based constituency, selected and appointed by the ND Superintendent of Public Instruction was charged with the task of identifying a plan to meet the changing needs of deaf and hard of hearing students and citizens of the state as mandated in HB 1013, Section 19.

During its 10-meeting/11-month process the Transition Team addressed and responded specifically to each of the six (6) tasks identified in HB 1013. Their recommendations are included in the full summary and may be reviewed for their specific content. The following is a synopsis of the Team's conclusions and recommendations.

History and Tradition:
The Transition Team supports:

- The continued availability of all existing services in an integrated service-delivery system that is based on individual needs and choices.
- The preservation of and access to the materials, artifacts and memorabilia that reinforce the link/bridge from the past, to the present, and on to the future.

Continuum of Service - NDSD/State Center of Excellence:
Based on an inventory of needs and existing services, identified gaps in services, and the potential service and program options needed to close the gaps, the NDSD Future Services Plan Transition Team recommends:

- That the "North Dakota School for the Deaf/State Center of Excellence" be established and charged with the responsibility for the development, coordination and maintenance of a comprehensive continuum of non-duplicative services (on and off-site) for all citizens who are deaf or hard of hearing (Note: The scope of services assigned to the Department of Public Instruction has been expanded to include all ND citizens with hearing loss - infants through senior citizens).

- The establishment of the NDSD/State Center of Excellence Advisory Council reflecting a broad, comprehensive membership including stakeholders/consumers, alumni, administrators, legislators, services partners and Future Services Plan Transition Team representatives. This group should have clearly defined responsibilities and an active role in the development and ongoing operations of the NDSD/State Center of Excellence.

- The development of a strategic plan and an ongoing outcomes-based process to assess and evaluate needs, progress and effectiveness.

- That the NDSD/State Center of Excellence serve as the responsible entity for research, data gathering and information (and referral) regarding issues related to deafness and hearing loss.

- That the NDSD/State Center of Excellence work in partnership and collaboration with stakeholders and service providers to identify and meet existing and changing needs and develop and provide appropriate, responsive services and programming.

Empowerment/Advocacy/Information/Referral:

The Transition Team recognized and supports the development of philosophies, values and services that promote and support the individual (and family) and recommends that individuals who are deaf or hard of hearing (and their families) be provided with the information necessary to make decisions or choices, and that they be assisted and supported in the development and exercise of the skills needed to advocate for themselves. Similarly, deaf and hard of hearing individuals should share in the processes, decisions and responsibilities of their own service plans and the planning for future services.

Technologies:
The unique demographics and geography of North Dakota assert some challenging demands on the provision of and accessibility to services. The Transition Team recognized that advances in technology, care, treatment, and educational approaches are coming on scene with increasing speed and recommends that a significant level of effort and investment be made in identifying, implementing and sustaining technologies that support these advances and opportunities and the efficiencies that they represent.

Efficiencies and Good Stewardship:
The Transition Team values the needs of the "individual" and respects the costs of meeting those needs and agreed that these components are not mutually exclusive, but carry with them the need for an honest commitment to make the difficult decisions and budgetary choices for the right reasons and, with both long and short-term goals in mind. The Transition Team recommends that a combination of these approaches be adopted and that changes in the funding structure be thoughtfully pursued in a phased-in approach with the needs of the individual being the determining factor.

Facilities and Revenues:
The Transition Team recommends that a thoughtful, coordinated approach be utilized in planning for use of the campus and its facilities, as well as, the development of revenue generating activities. The respective planning efforts should be joined and coordinated with the Future Services Planning efforts under the purview of the NDSD/State Center of Excellence Advisory Council.

Certification and Licensing of Interpreters:
The Transition Team acknowledged the absence of a uniform, consistent process for training, certifying and monitoring sign language interpreters in numbers that will meet the existing and growing needs and recommends that efforts be initiated to address this widening service gap.

Universal Infant Screening:
The Transition Team notes the fact that North Dakota is one of only three (3) states that does not provide a universal infant screening program and recommends that such a program (with the necessary staff training and equipment) be established and maintained in all of the state's birthing hospitals.

Sign Language Recognition:
The Transition Team recommends the recognition of American Sign Language (ASL) as a credited option for foreign language requirements in all North Dakota high schools and that a similar designation be considered within the state's higher education system.

The Transition Team recognized and accepted the fact that it was unrealistic to expect its product could include the answers to all of the questions, responses to all of the needs, and a plan/blueprint that would address all of the issues. The Transition Team chose to address this limit and its responsibilities by embracing the concept of a comprehensive continuum of services and the establishment of an organizational structure within which such a continuum could develop, expand and respond to the current needs and those yet to be identified. Subsequently, it was also apparent to the Transition Team members that the actions, activities and initiatives necessary to establish and maintain the continuum could only be achieved by a steady and ongoing, long-term process endowed with the necessary resources, authority, oversight and flexibility. This is the primary focus and ultimately the "pillar" recommendation of the Transition Team.

Appendix C

Case Statement

North Dakota School for the Deaf
State Center of Excellence

The NDSD Advisory Council Recommends:

Establishing the NDSD Center of Excellence to develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing.

Appendix D

Memorandum of Understanding

with

Devils Lake Public Schools

MEMORANDUM OF AGREEMENT BETWEEN THE NORTH DAKOTA SCHOOL FOR THE DEAF AND THE DEVILS LAKE PUBLIC SCHOOL DISTRICT #1 TO PROVIDE FOR THE JOINT PROVISION OF EDUCATIONAL SERVICES FOR STUDENTS IN GRADES 9-12 WHO ARE ENTITLED TO RECEIVE AN EDUCATION IN THE SCHOOL FOR THE DEAF

This Memorandum of Agreement was made this 9th day of August, 2010, to be effective for the 2010-2011 school year between the North Dakota School for the Deaf, (NDSD) and Devils Lake Public School District #1.

This agreement will, assure the availability of student-centered choices based on the needs identified in each NDSD student's Individualized Education Program (IEP) and assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum.

Partnering among the NDSD, Devils Lake School District and Lake Region Special Education Unit will provide educational services while assuring students who are deaf and hard of hearing have access to high quality educational programming in compliance with the student's IEP; and

NDSD will

- Maintain inclusion opportunities in the Devils Lake Public School District for students in grades K-8 for students who are deaf and hard of hearing
- Assign NDSD licensed, credentialed and certified staff members to work with Devils Lake Public School District
- Provide expertise in deaf education by providing consultation, identification of support services and instruction (i.e., team teaching) in the classrooms for grades 9-12
- Assist in designing modified curricula and assessing program delivery and effectiveness for grades 9-12
- Provide certified sign language interpreters
- Provide student transportation
- Provide counseling services
- Provide use of curricular materials and instructional technology
- Provide audiology services
- Provide health services
- Participate in all meetings related to NDSD students
- Provide residential services in compliance with the IEP

- Provide payment for fees (i.e., books, graduation, and lunch)
- Provide access to student records in its possession to prepare and administer the IEP
- Maintain liability for all elements of the NDSD students IEP

Devils Lake Public School District with consultation from Lake Region Special Education will

- Enroll NDSD students in high school courses as per schedule and in compliance with the IEP
- Provide diploma upon satisfactory completion of high school curricula and in compliance with the IEP, Devils Lake Public School District and state requirements
- Provide opportunities for extra-curricular activities and events
- Receive State Aid per student payments based on enrolled NDSD students
- Provide a resource room at the Devils Lake High School for use by NDSD staff and students
- Administer the state assessment in compliance with the IEP
- Provide case management to students in collaboration with NDSD and Devils Lake Public School staff
- Maintain the student master file and follow state and federal guidelines as to records management for students case managed by Devils Lake High School
- Develop mechanisms to encourage ongoing parental involvement in their children's education

If the Memorandum of Agreement should terminate for any reason, Devils Lake Public School District shall return to NDSD all materials and equipment received and student records.

This Memorandum of Agreement may be modified at any time in writing executed by all parties and will be reviewed on or before June 30th of each successive year for renewal.

Representatives from NDSD, Devils Lake Public Schools, and Lake Region Special Education shall meet at least once at the close of the 1st semester and a least once at the close of the second semester to determine the functionality of this agreement. It shall be the responsibility of the superintendent of the North Dakota School for the Deaf to arrange these meetings.

The Devils Lake School District #1 and the North Dakota School for the Deaf hereby confirm their agreement of the terms and conditions through the signatures of their authorized representatives affixed below:

Approved:

Ed Brown — 8-30-10

Ed Brown
President, Devils Lake School Board — Date

Dr. Steve Swiontek — 8-30-2010

Dr. Steve Swiontek
Superintendent, Devils Lake School District — Date

Carmen Grove Suminski — 8-31-10

Carmen Grove Suminski
Superintendent, North Dakota School for the Deaf — Date

Wayne G. Sanstead — 9-02-10

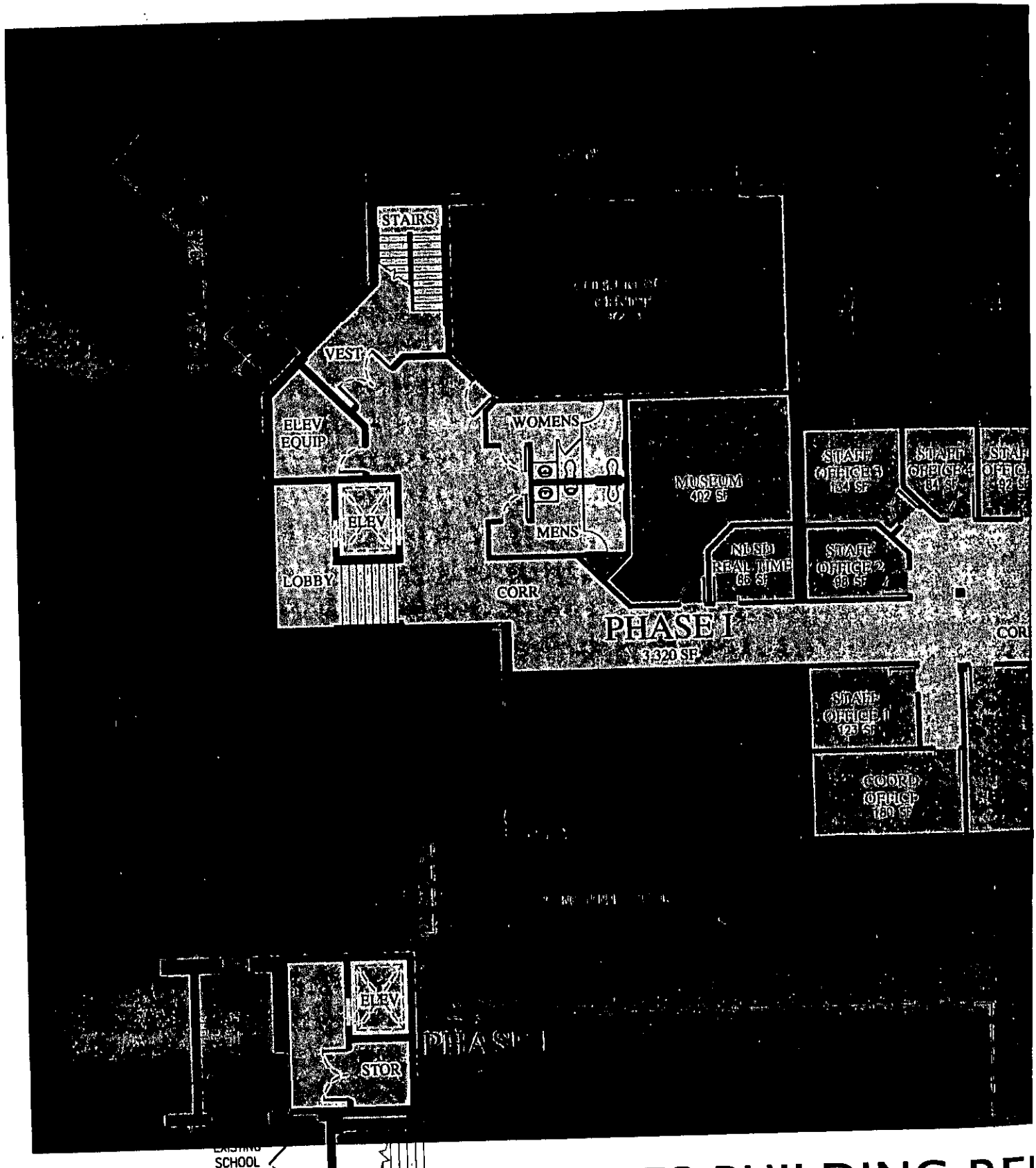
Dr. Wayne Sanstead
Superintendent, North Dakota Department of Public Instruction — Date

Appendix E

EAPC Schematic Designs

and

Construction Estimates

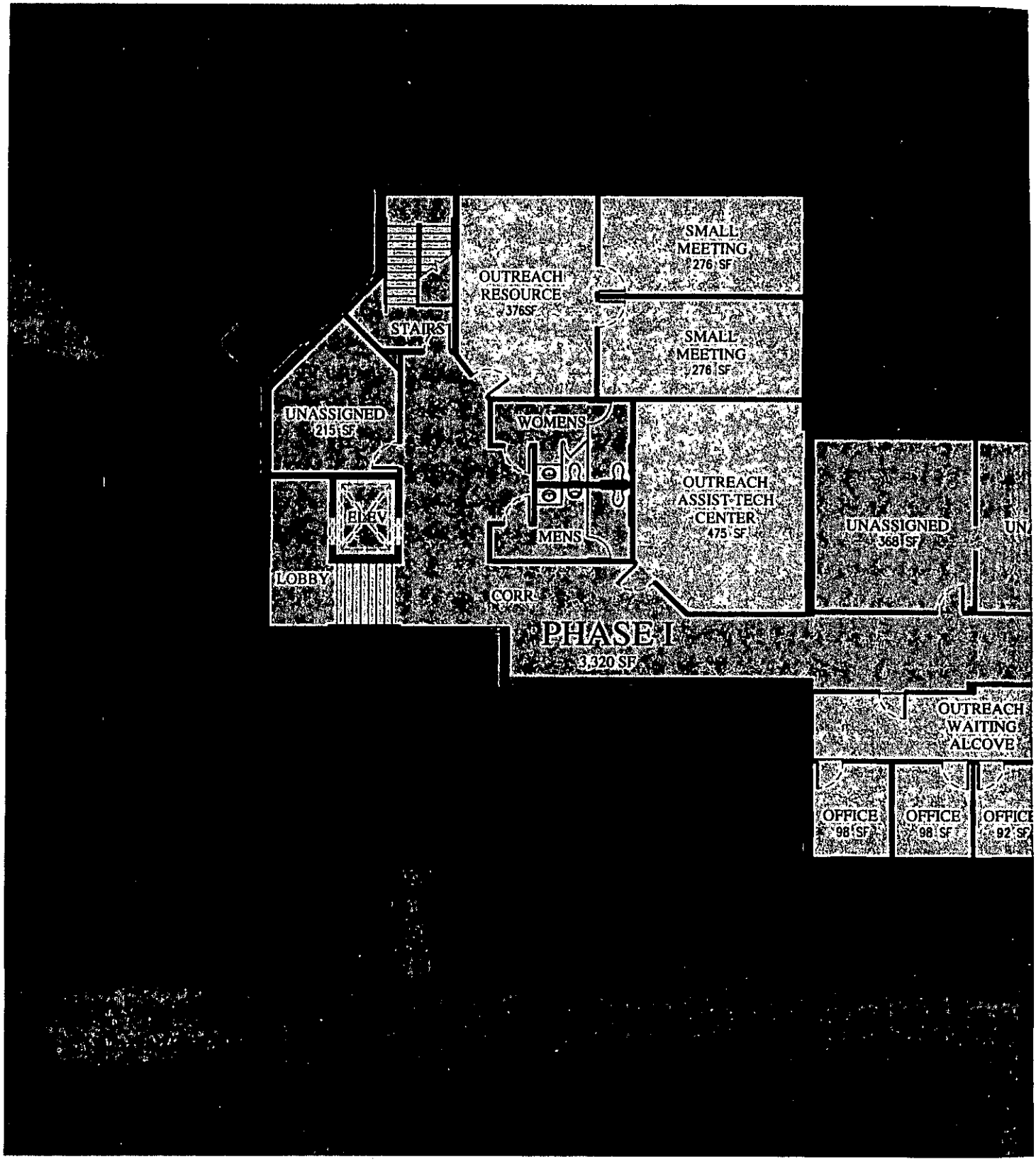


BASEMENT PLAN

TRADES BUILDING RE

First Floor Plan & Basement Plan

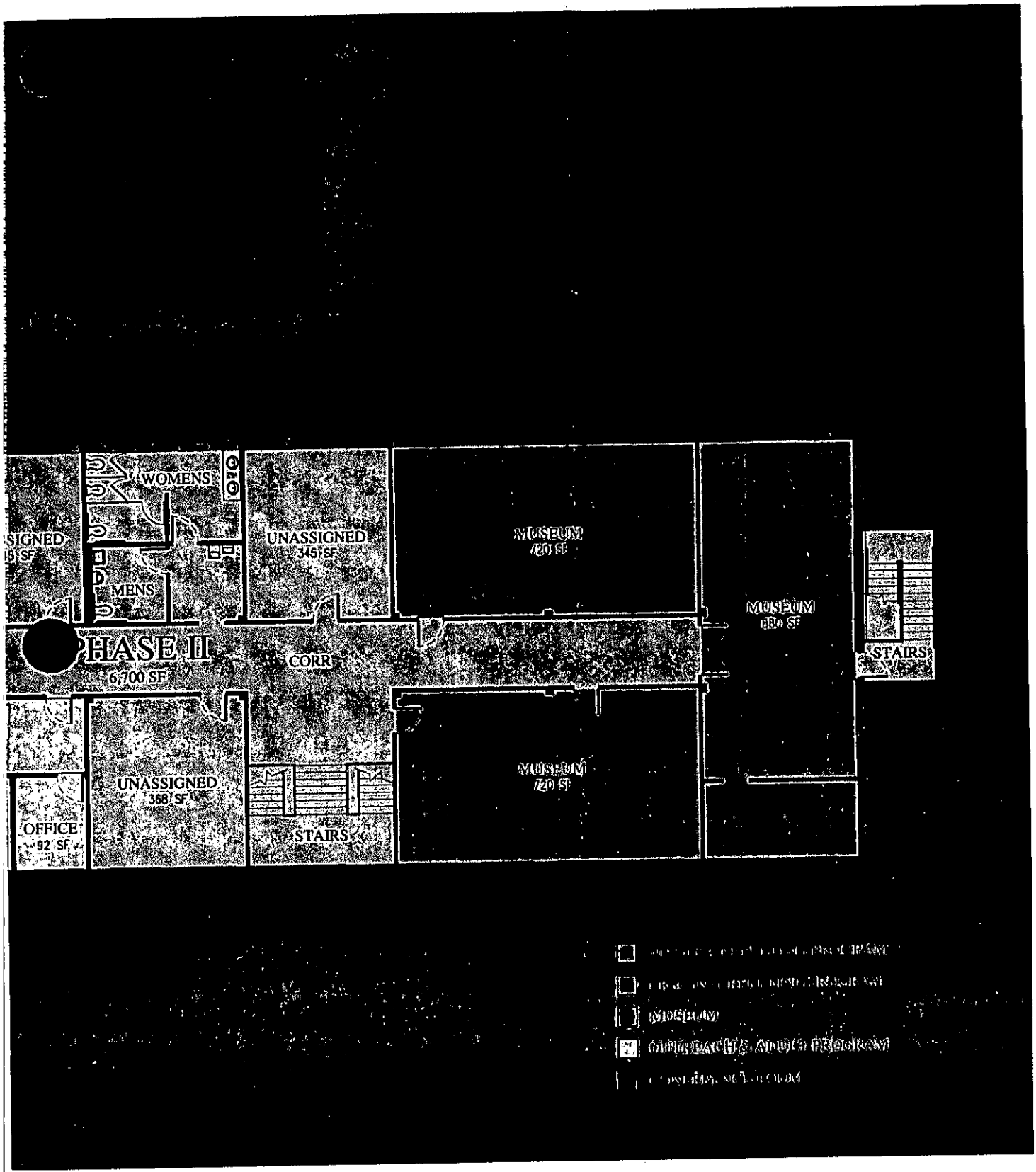
Devils Lake, North Dakota



TRADES BUILDING REN

Second Floor Plan

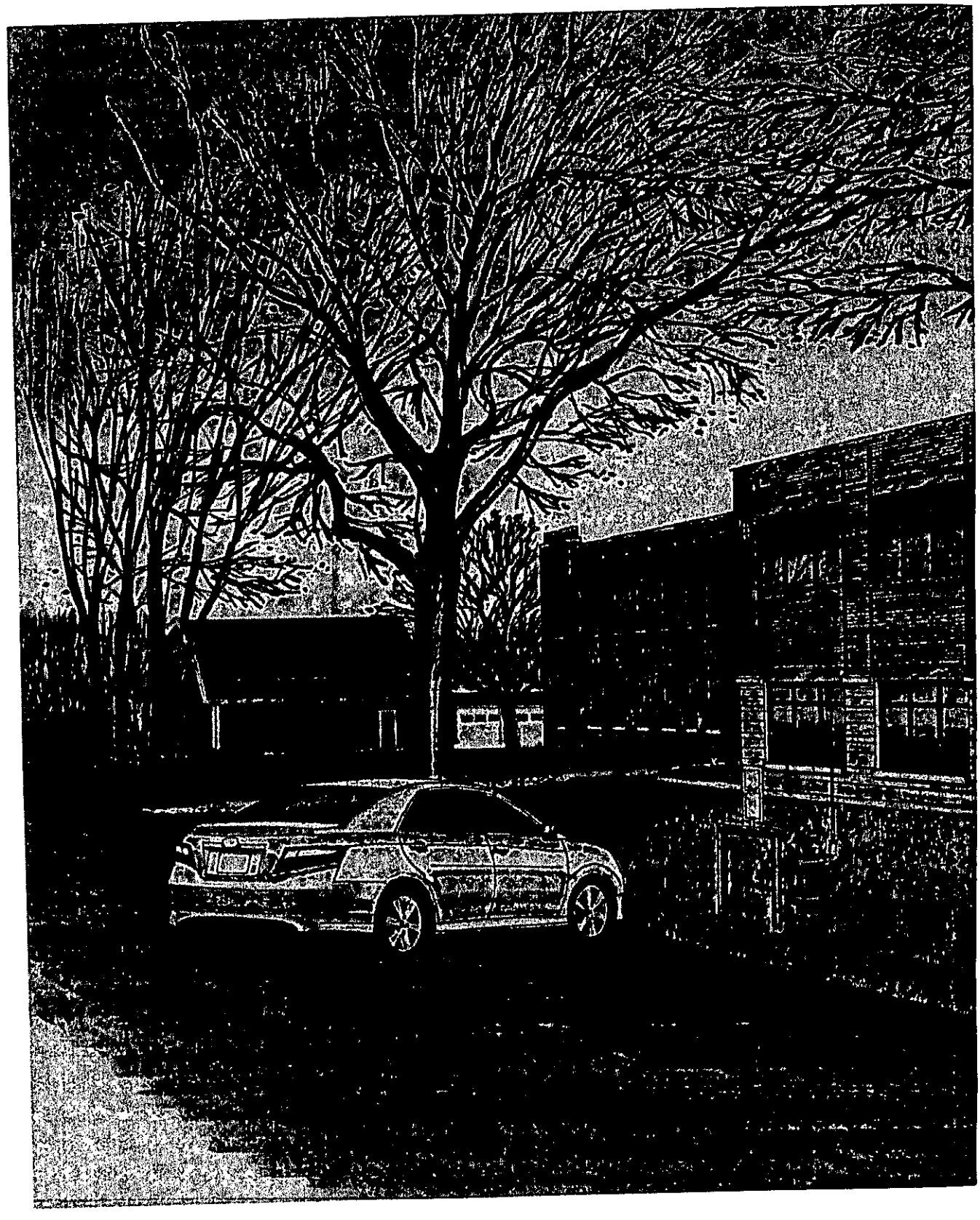
Devils Lake, North Dakota



VATION

North Dakota
School for the Deaf

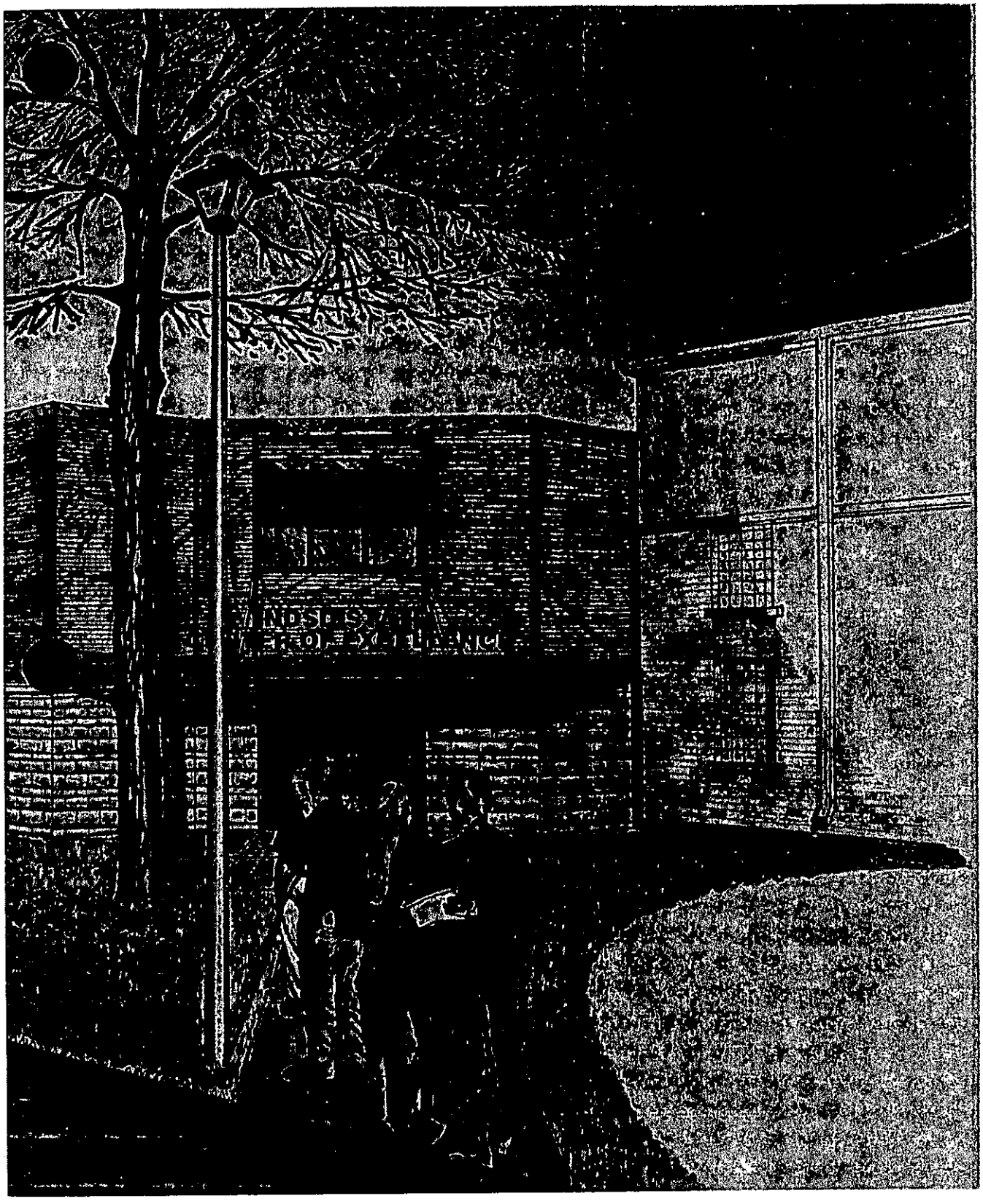
EAPC



TRADES BUILDING RI

Exterior Rendering

Devils Lake, North Dakota



NOVATION

North Dakota School for the Deaf

EAPC

EAPC

Memorandum

To Carmen Suminski **Date** 1/5/11

From Randle Kling AIA **Reference** NDSD Link Construction Estimate

General Requirements	$51,495
Site Construction	$41,023
Concrete	$85,480
Masonry	$65,040
Metals	$54,760
Wood & Plastic	$ 2,625
Thermal & Moisture	$52,860
Doors & Windows	$41,325
Finishes	$82,071
Specialties	$ 9,983
Equipment	$ 1,615
Audio Visual Equip.	$44,000
Elevator	$49,800
Mechanical (HVAC)	$168,500
Electrical	$ 74,000
Taxes, Contractor Markup, Bonds, Contingency	$ 237,000
Design/Engineering (%9)	$ 95,542
Link Total	$1,157,119

3100 DeMers Avenue, Grand Forks North Dakota 58201 | Telephone 701.775.3000 | Fax 701.772.3605

EAPC

Memorandum

To	Carmen Suminski	**Date**	1/5/11
From	Randle Kling AIA	**Reference**	NDSD Trades Construction Estimate

General Requirements	$101,547
Site Construction	$ 31,966
Concrete	$ 25,548
Masonry	$ 34,546
Metals	$ -
Wood & Plastic	$ 85,400
Thermal & Moisture	$ 61,380
Doors & Windows	$100,438
Finishes	$130,389
Specialties	$ 14,130
Equipment	$ -
Audio Visual Equip.	$180,000
Elevator	$-
Mechanical (HVAC)	$256,315
Electrical	$186,617
Taxes, Contractor Markup, Bonds, Contingency	$299,169
Design/Engineering (%9)	$ 135,670
Trades Bldg Total	$1,643,115

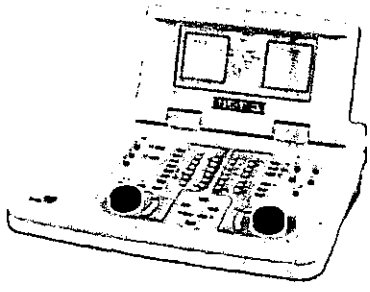
3100 DeMers Avenue, Grand Forks North Dakota 58201 | Telephone 701.775.3000 | Fax 701.772.3605

Appendix F

Description of Equipment

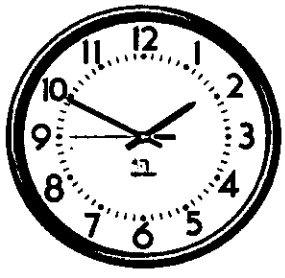
Main Server Replacement, $7,000
Campus server is several year old and showing signs of failure, replacement is required.

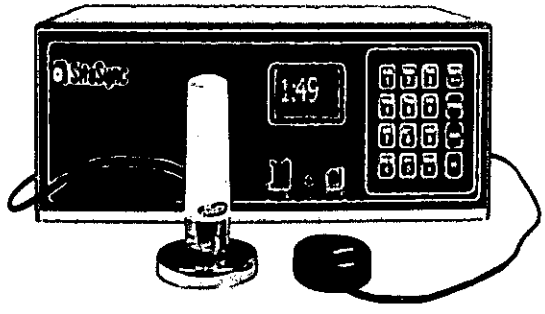
Clinical Audiometer $8,800
New Standard in Clinical Audiometry
The GSI 61 is the versatile, two-channel clinical audiometer from the most respected name in the audiologic industry — Grason-Stadler. With its state-of-the-art, two-channel design, the GSI 61 allows for fast, accurate pure tone and speech testing, using phones (TDH, insert and high frequency), bone vibrator and sound field speakers for output. It features both status and audiogram screen layouts for data presentation.



GSI Tymstar Comprehensive Middle-Ear Analyzer $8,900
Your Comprehensive Middle-Ear Testing Solution the GSI TympStar is designed to suit the clinical needs of audiologists and hearing specialists worldwide.
No other middle-ear analyzer offers a broader range of testing capabilities, and no other system provides hearing professionals with the versatility, flexibility and functionality they demand – whether in a clinical or research setting. The GSI TympStar comes pre-programmed with a series of default parameters for each test mode. As your testing needs change; however, the GSI TympStar also allows you to easily alter test parameters through its Program Mode. You can even automate a desired test sequence. By using the Program Mode, the GSI TympStar also makes it possible for multiple operators to program their own default parameters for tympanometry and reflex-threshold testing.

Campus Wide Clock system $17,000
GPS is the most common option, which retrieves the time signal from U.S. global positioning system (GPS) satellites circling the earth.
25 & 40 Watt Kits:
System Controller
External Transmitter
GPS Receiver with 15 ft. Cable
Campus Transmitting Antenna and 50 ft. COAX Cable
Lightning arrestor
All Necessary Adaptors
Power Supply





Gym Roof Replacement $59,730 - NDSD Master Facility Plan
A shortage of base budget general funds did not allow for extraordinary repairs which resulted in this important provision for roof replacement. Sections of the Gym roof have require some patch work. Roof replacement is listed in the Master Facility Plan.

6

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

NDVS/SB

Testimony to the Senate Appropriations Committee Senate Bill # 2013

SCHOOL FOR THE BLIND

Carmen Grove Suminski,
Jesse Shirek and Tami Purcell

January 10, 2011

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

Table of Contents

Testimony – Carmen Grove Suminski 1

Client Services Data 4

Persons Served by Region 5

Testimony – Jesse Shirek 6

2009-2011 Appropriation and Status on One-Time Funding Items 9

2011-2013 Budget Request 10

Optional Requests 11

Comments to Executive Recommendations and Conclusion 13

Appendix A - Historical Time Table A-1

Appendix B - Braille Music Program Evaluations B-1

Appendix C – Additional Technology Equipment C-1

Appendix D - Emprint SpotDot Color Braille Printer D-1

Appendix E - "A Week at The School" by Zelda Gebhard E-1

Testimony – Carmen Grove Suminski

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB). Jesse Shirek, Vision Rehabilitation Specialist, Tami Purcell, Business Manager of NDVS/SB and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

With such a major transition in programming, there was significant need for enhanced communication and team work. NDVS/SB has made a successful transition from a traditional school for the blind with a residential program to that of a statewide outreach program which includes a **combination** of center based and local services provided to persons of all ages who are blind or visually impaired, including those with multiple disabilities.

I am honored to serve as the superintendent of NDVS/SB and am so proud of the total programming that exists in our state. The highly skilled and committed group of people makes it a most positive professional environment. I am assured, and would like to assure you, that planning will be ongoing to address the increasing needs adhering to our mission and achieving our vision which is: "To be recognized as state and national leaders in the field of visual impairment." We are committed to do the best.

Historical Perspective

- Listed on a time table in Appendix A page A-1.
- We are most appreciative of the two adult positions that have been allocated to us – one in 2007 and a second in 2009. This was also made possible with the support of the North Dakota Association of the Blind.

Services Provided

- Statewide and center based programming specific to the blind and visually impaired is provided to persons of all ages; infants and their families, students and adults.

- Expanded core curriculum is provided in the following areas:
  - Daily Living Skills (May include dressing, grooming, food preparation social graces, housekeeping, and clothing care)
  - Braille (Includes instruction in reading and writing braille, and braille music)
  - Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
  - Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
  - Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
  - Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
  - Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)
  - Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
  - Self-Determination (Includes learning to advocate for themselves).
    *One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

National Involvement

- Product that teaches directionality developed by Paul Olson has been researched and developed by the American Printing House for the Blind and will be distributed to the blind and visually impaired nationally
- Ongoing presentations at national conferences on our programming
- As of November 1, 2010, I completed a six year term on the board of Council of Schools for the Blind serving as president-elect, president and past president.
- Recent article on North Dakota Services printed in national Council of Schools for the Blind professional journal entitled "A Statewide Model in Rural ND"

Major Accomplishments

- Continued ongoing development of short term center based programming providing instruction in all areas of academic and disability-specific core curricula based on individualized assessment of needs
- Entered into an agreement with the Clinical Psychology Training Program, University of North Dakota to provide for research, psychological assessments, diagnostic interviewing, and psychotherapy, include distance therapy via telephone
- Increased services to adults in orientation and mobility, independent living skills, career education, use of assistive technology and low vision
- Strengthened the collaboration with related entities (i.e., vocational rehabilitation counselors, vision rehabilitation specialist, local school personnel and family members

Agency Future Critical Issues

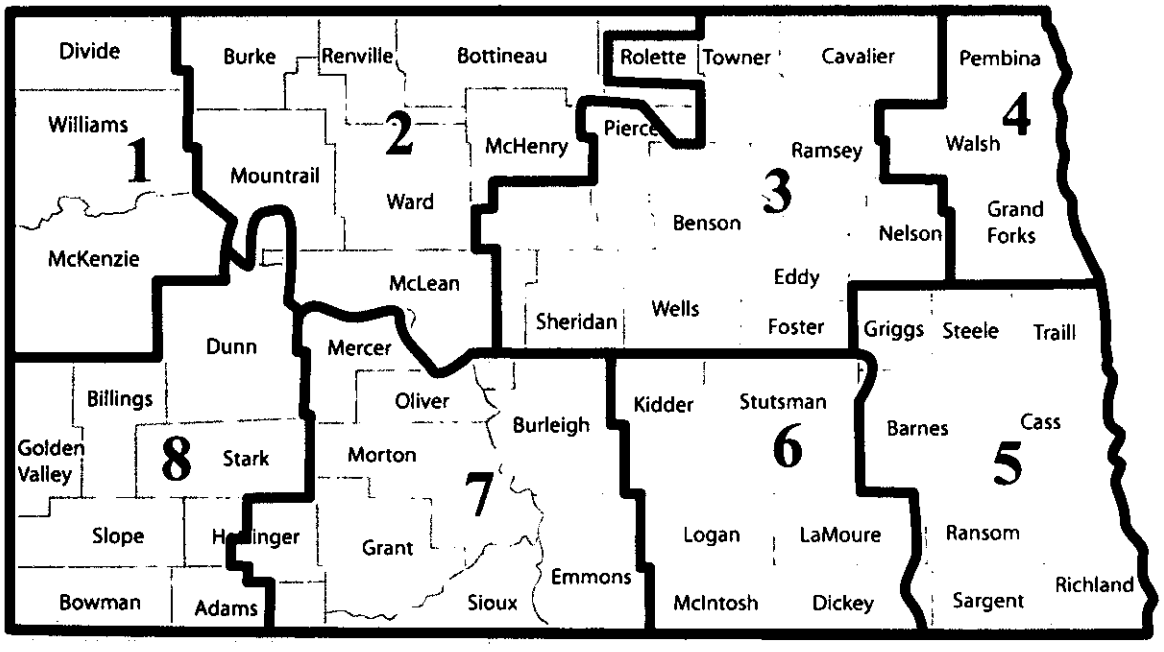
- Providing quality services to the specific population of persons who are blind or visually impaired throughout the state of ND
  As recorded by the NDVS/SB Visions Team:
  > "The importance of a solid music program is deemed a necessary service for individuals who are blind or visually impaired in the state of North Dakota. The Visions Team supports a strong music program recommending the need for a highly qualified instructor with competencies in music Braille, literary Braille and vocal instrumental skill building through small group classes and individualized sessions through Outreach and Center Based Programming."
- Maintaining and updating of the existing buildings and grounds to ensure its safety and meet the needs of the current mission
- Maintaining state-of-the-art assistive technology equipment
- Continuing to secure viable tenants if changes would occur with current leasing arrangements
- Continuing to recruit qualified staff and personnel
- Continually review staffing needs based on geographical demands

Client Services Data

Services Provided	2007-2009 Biennium	7/1/09-6/30/10 Annual
Clients Served (Unduplicated):		
Infants/Students	312	257
Adults	147	122
Total	459	379
Vision Resource Center:		
Items Circulated	29,359	19,474
Talking Book Machines (quarterly)	1,524	1,703
"Reaching Out" Newsletter (circulated quarterly)	1,425	1,600
APH Federal Registry	254	254
Store Sales (Invoices)	432	227
Braille Access Center (pages)	24,086	8,383
Short-term Center Based Programs (Persons Served):		
Short Term Programming	122	61
Adult Week	40	21
Summer Camps	39	20
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,350	829
Evaluations	358	234
Instruction	6,448	3,646
In-Service Training (Attendees)	1,832	467

Adult Services	7/1/09-6/30/10 Annual
Total Adults Served	122
Adult Evaluations, Consultations and Instructions (Services Provided):	
Consultations	230
Evaluations	32
Instruction	851
Adults Served at Center Base	53

Persons Served By Region
July 1, 2009 to June 30, 2010



Region 1 - Williston
Infants/Students: 16
Adults: 2
Total: 18

Region 2 - Minot
Infants/Students: 31
Adults: 16
Total: 47

Region 3 - Devils Lake
Infants/Students: 29
Adults: 15
Total: 44

Region 4 - Grand Forks
Infants/Students: 29
Adults: 27
Total: 56

Relocated/Out of State
Infants/Students: 13
Adults: 5
Total: 18

Region 5 - Fargo
Infants/Students: 54
Adults: 37
Total: 91

Region 6 - Jamestown
Infants/Students: 28
Adults: 11
Total: 39

Region 7 - Bismarck
Infants/Students: 38
Adults: 6
Total: 44

Region 8 - Dickinson
Infants/Students: 19
Adults: 3
Total: 22

Totals
Infants/Students: 257
Adults: 122
Persons: 379

Testimony - Jesse Shirek

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Jesse Shirek. I will provide testimony relative to Senate Bill #2013.

I am a Vision Rehabilitation Specialist serving adult clients on the Eastern side of North Dakota. I cover regions 3, 4 and 5, where I provide individualized training to adults in their home, community, work place and at North Dakota Vision Services/School for the Blind.

I represent NDVS/SB in two capacities, currently as a full-time member of the staff and also as a former student. I will be discussing the current and future need for services that we provide to adult clients. Additionally I will speak about my experience and how my life has been impacted by the services that I received from NDVS/SB during my formative years.

Personal Experience

I was born and raised in Grafton, North Dakota where I graduated from high school. I was born totally blind and at the age of six months I had numerous surgeries on both eyes including surgeries to remove cataracts. As a result I regained some vision in my left eye and no vision in my right eye. I meet the definition of legal blindness meaning that I'm able to see some dominant facial features, but unable to tell the color of a person's eyes or pick up on subtle facial expressions.

My childhood was relatively normal. I was able to do most of the activities that my sighted peers could do. I rode a bike, played with friends and loved to fish. I don't think that I even realized that I had a disability until I enrolled at Westview Elementary School and entered kindergarten. I was unable to read standard sized print, and teachers were unsure how to accommodate my needs.

I began receiving services from NDVS/SB in 1986 when I was in second grade attending public school. I was beginning to fall behind in the subject areas of math, reading and writing. At that time NDVS/SB staff members evaluated my needs and suggested some accommodations and adaptive technology to assist me.

These accommodations made it easier for me to access printed materials, but I still was unable to catch up with my classmates and it was decided that I would be held back in second grade. As a result my parents made the difficult decision to enroll me at the School for the Blind.

I attended NDVS/SB for three years and in that time I was exposed to a wide variety of experiences that have shaped me into the person I am today. While attending NDVS/SB I was able to complete four academic years of education in the time span of three years. The completion of this milestone first gave me the confidence and understanding that I could complete any goal that I set my mind on achieving.

In sixth grade I returned to public school in Grafton where I received outreach services from NDVS/SB. The outreach coordinator I worked with from NDVS/SB was Diane Mihulka. She collaborated with my parents and instructional staff in the Grafton Public Schools and was instrumental in ensuring that I received all necessary accommodations to be academically successful.

From the time that I was in junior high school through graduation I received additional training in the expanded core curriculum through week long center based programming at NDVS/SB. During these week long training sessions I received supplemental training in the following areas:

- Orientation and Mobility instruction where I learned to travel in indoor and outdoor environments effectively and efficiently. During this training I also learned to take mass transit.
- Daily Living Skills where I learned alternative methods for preparing food, cleaning, managing finances and personal grooming.
- Adaptive Technology where I learned to use a computer with screen enlargement software and magnification.
- Career exploration where I was given the opportunity to job shadow professionals in a variety of fields, take career assessments and prepare for college.
- Recreation/Leisure activities where I learned about adaptations for sports, the talking book program, the fine arts, learned to play musical instruments and had an opportunity to interact with persons who are blind and visually impaired.

Knowledge from the above instructional domains has given me the ability to be successful academically, professionally, live a productive, independent and enriched life. I attribute the fact that I'm a successful professional foremost to the services I received from NDVS/SB and family support. I also received services from Vocational Rehabilitation, which made it possible for me to gain a college education.

Following high school I went on to receive an Associate of Science degree in Computer Information Systems from North Dakota State College of Science. I then moved to the Twin Cities and worked as an assistant manager for Domino's Pizza. I then chose to go back to school and earned a Bachelor of Science degree in Educational Psychology and Visual Art from the University of Minnesota Twin Cities. Following my graduation I moved back to North Dakota and was hired by NDVS/SB in my current position. I have since earned a Masters level certificate in the specialty of Vision Rehabilitation through Mississippi State University.

Adult Programming

Adult clients of NDVS/SB receive individualized services in a variety of capacities to meet their specific needs. We have the flexibility to work with adults in their home, community, workplace and we also provide supplemental instruction at NDVS/SB during six separate weeklong training sessions that take place in September, December, March and June. Adult clients have the option of attending a portion of the week or the

entire week depending on their needs. We also offer back to back weeks in June and September, which will accommodate adults who need longer periods of intensive training.

Our unique service delivery model differs drastically from other states with higher populations.

- The majority of adult clients in North Dakota receive services in their home environment and have the option to attend weeklong training sessions to supplement their needs.
- In Minnesota adults with vision impairments are sent to one of three rehabilitation centers where they receive training lasting from 3 to 9 months.
- South Dakota has a similar model to Minnesota with one rehabilitation center.

We serve adult clients with a wide range of visual impairments ranging from persons who cannot read fine print to individuals who are unable to perceive light. These visual impairments stem from causes including, but not limited to complications resulting from Diabetes, Macular Degeneration, Glaucoma, Cataracts, traumatic accidents, inherited genetic conditions and cancer.

The national statistics tracking persons with a visual impairment or who are blind are staggering.

- 15% of the population age 45 to 64 have a visual impairment
- 17% of the population age 65 to 74 are visually impaired
- 26% of the population that are over 75 are visually impaired.

Diabetes is one of the most predominant causes of visual impairment in adults, so it is important to look at the potential population that could be impacted by the disease in North Dakota.

- Diabetic retinopathy is the leading cause of blindness in persons under age 45 and it is estimated that 40 to 45% of persons with diabetes have some form of diabetic retinopathy.
- It is estimated that 7.6% of the US population have diabetes.
- With these estimates and our state's current population of 672,581 there is the potential that up to 20,448 North Dakota residents could be affected by a visual impairment resulting from diabetes.

We appreciate and ask for your continued support in providing funds for adult programming. There is a demonstrated need for our continued services in assisting this population in maintaining employment, independence and living fulfilling lives. I am an example that the services provided by NDVS/SB can lead to meaningful employment. Please continue providing the same level of support to all North Dakota citizens who have a visual impairment or are blind.

2009-2011 Appropriation and Status on One-Time Funding Items

Expenditures by Line Item		Original Appropriation	Current Appropriation	Expenditures as of 11/30/2010	Remaining Appropriation	Percent Remaining
25310	Salaries and Wages	3,531,264.00	3,552,264.00	2,377,282.14	1,174,981.86	33%
25330	Operating Expenses	685,206.00	685,206.00	439,101.67	246,104.33	36%
25350	Capital Improvements	27,000.00	27,000.00	8,766.00	18,234.00	68%
25352	Deferred Maintenance	64,500.00	64,500.00	51,391.15	13,108.85	20%
Total Expenditures		**4,307,970.00**	**4,328,970.00**	**2,876,540.96**	**1,452,429.04**	34%
Expenditures by Funding Source						
	General Fund	3,492,068.00	3,510,068.00	2,369,326.85	1,140,741.15	32%
	Federal Funds	0.00	0.00	0.00	0.00	
	Special Funds	815,902.00	818,902.00	507,214.11	311,687.89	38%
Total Expenditures by Source		**4,307,970.00**	**4,328,970.00**	**2,876,540.96**	**1,452,429.04**	34%

One Time Spending Items & Deferred Maintenance:

Air Conditioner	$ 6,000.00	To be completed 05/2011
Carpet Replacement	$ 14,000.00	Completed 07/2010
Intercom System	$ 7,000.00	To be completed Spring 2011
Portable CCTV's	$ 13,500.00	Completed 10/2009
Roof Repairs	$ 5,500.00	To be completed 05/2011
Security Cameras	$ 4,700.00	Completed 08/2010
Sidewalk/Parking Lot Repairs	$ 14,000.00	Completed 08/2010
Video Conf Equip	$ 14,000.00	Completed 09/2009
Window Replacement	$ 31,000.00	Completed 06/2010

2011-2013 Budget Request

Line Item:	Base Budget Request 2011-13	Optional Budget Request 2011-13	Executive Recommendation
Salaries & Wages	$ 3,709,439.00	$ 67,631.00	$ 3,815,825.00
Operating	$ 667,006.00	$ 245,500.00	$ 751,506.00
Capital Assets	$ 39,500.00	$ 205,500.00	$ 48,000.00
Deferred Maintenance Contingency			$ 300,000.00
Total	**$ 4,415,945.00**	**$ 518,631.00**	**$ 4,915,331.00**
Funding Sources:			
General	$ 3,603,188.00	$ 518,631.00	$ 4,080,240.00
Special	$ 812,757.00		$ 835,091.00
Total	**$ 4,415,945.00**	**$ 518,631.00**	**$ 4,915,331.00**
FTE	29.50	0.5	29.5

2011-13 Base Budget:

Salary line item includes teachers placed on the 2011-13 Composite Salary Schedule developed by HRMS.

The Operating base budget = 15% of the total budget

The base Capital Asset budget includes:
Carpet replacement, a couple of windows replacement, ongoing roof maintenance, exterior painting, and ongoing misc. heating pumps.

The two primary sources of Special Fund revenue are rental income and land department income.

Estimated 07/01/2011 Carryover of $151,269 plus $706,536 Special Fund Income = $857,805.

The optional requests are highlighted on the following pages but include:

One time Optional changes:	$	400,000.00
Ongoing Optional changes:	$	118,631.00
Total Optional Request for 2011-13	$	518,631.00

Optional Requests

Priority	Request	Optional Budget Request	Executive Recommendation
1	Additional Operating	$ 51,000.00	$ 40,000.00
2	Music Instructor - .5 FTE	$ 67,631.00	$ 67,631.00
3	Loss of Rental Revenue	$ 150,000.00	
4	Additional Technology Equipment	$ 24,500.00	$ 24,500.00
5	Air Condition West Wing	$ 80,000.00	
6	Master Facility Plan	$ 20,000.00	$ 20,000.00
7	Equipment over $5,000	$ 8,500.00	$ 8,500.00
8	John Deer Tractor	$ 17,000.00	
9	Contingent Remodel Amount	$ 100,000.00	
	Contingency Funding (Lease)		$ 300,000.00
		$ 518,631.00	$ 460,631.00

The above requests are listed in priority order and are needed for:

1. **Additional Operating** - This request is to fund the inflationary increase in operating expenses. This includes utilities, building supplies and repairs, ITD cost, and general supplies. **Executive recommendation: $40,000**

2. **Staff Change Music** - During 2003, NDVS/SB due to agency budget cuts, omitted the Braille Music position. Music is critically important in meeting the education needs of the blind and visually impaired. This request is for a .5 time music teacher position to be based from Grand Forks but would travel throughout the state to work with the students and their music instructors in their home schools.

   The Executive recommendation: Cost of this position was offset by reducing the superintendent to .5 FTE. This is feasible based on the current situation sharing administration between NDVS/SB and NDSD. If this arrangement is terminated in the future additional funding may be required to restore the superintendent to 1.0 FTE, $67,631.

3. **Loss of Rental Revenue** - The Grand Forks Public Schools is leasing the west wing for the alternative high school. The school board is currently having discussions about closing an elementary school and moving the alternative high school to the elementary school. Through verbal communications with the administrative staff, this could happen in 2012. At the time of the budget submission we have nothing in writing from the school district. This is a contingency request. We are projecting a loss of twelve months of rental income, $150,000.

4. **Additional Technology Equipment** - This request is to stay current with the trends in instructing the blind and visually impaired. This includes eight instructional pieces of equipment (four closed circuit TVs, Far View magnifier, PacMate, Level Star Icon and Mountbatten Brailler).
Executive recommendation: $24,500. (See description in appendix C)

5. **Air Conditioning – West Wing** - There currently is no air conditioning in one half of the west wing. This request includes four roof top air conditioning units and associated duct work and wiring.

6. **Master Facility Plan** - NDVS/SB's buildings are located on 10 acres of land. The original school was built in 1960 and other buildings have been added since that date. The main school buildings consist of three wings that are connected. Two of the wings were remodeled in the 1990's but original classroom area (west wing) has not been remodeled other than some windows and carpet replacement. The building is starting to show signs of age. The request is to have a plan for improving our buildings in the future from a professional. NDVS/SB has consulted with Facility Management about the plan.

   The Executive recommendation includes: In the event improvements are required to accommodate a new tenant, it is important to first complete an assessment of the existing buildings and a comprehensive facility master plan to ensure state funds invested in facility improvements are spent appropriately. $20,000.

7. **Equipment Over $5,000** - This request is for a high capacity braille embosser (printer). This would be used for center based instructional purposed that includes maps, graphics, math equations and the ability to emboss a document from a Word document. **Executive recommendation: $8,500.**
(See description in appendix D)

8. **John Deer Tractor** - Our current tractor is used for snow blowing, leaf pick-up, and lawn mowing. It was purchased in 1992. It is starting to wear and is requiring more repair costs. The proposed replacement will be used for the same purpose.

9. **Contingent Remodel Amount** - This request is if NDVS/SB would lose its tenant in the west wing. It would be used to remodel the west wing for a new tenant and the amount spent would be contingent on a potential tenant's requirement. This building was constructed in 1960 and is in its original design.

<u>Contingency Funding Relating to School Building Lease</u> – The Executive recommendation provides a contingent appropriation of $300,000, $150,000 for salary and operating expenses and $150,000 for potential remodeling and improvement costs, to be available to the agency only if the current school building tenant fails to renew its lease. Funds appropriated in the contingent line item will be available only to the extent required to offset a revenue shortfall or make improvements required by a new tenant.

Comments to Executive Recommendations and Conclusion

Status of Superintendent FTE

- NDSD budget has a 1.0 FTE for the superintendent position, yet reduced the salary dollars
- NDVS/SB budget reduced the FTE to .5 with .5 allocation to the Braille Music position

Having the Braille Music program available to the students and adults is vital to our programming. I truly support this endeavor; however, I have a concern for the future of the superintendent position functioning in its current capacity.

In 2009 I was approached by staff from the Department of Public Instruction if I would be willing to assume this dual role. We openly discussed the pros and cons. I was motivated by their faith in me and was open to the challenge and the opportunity to grow and learn professionally. I recommended to Dr. Sanstead that I continue in this dual capacity.

In other states there are similar scenarios . . .

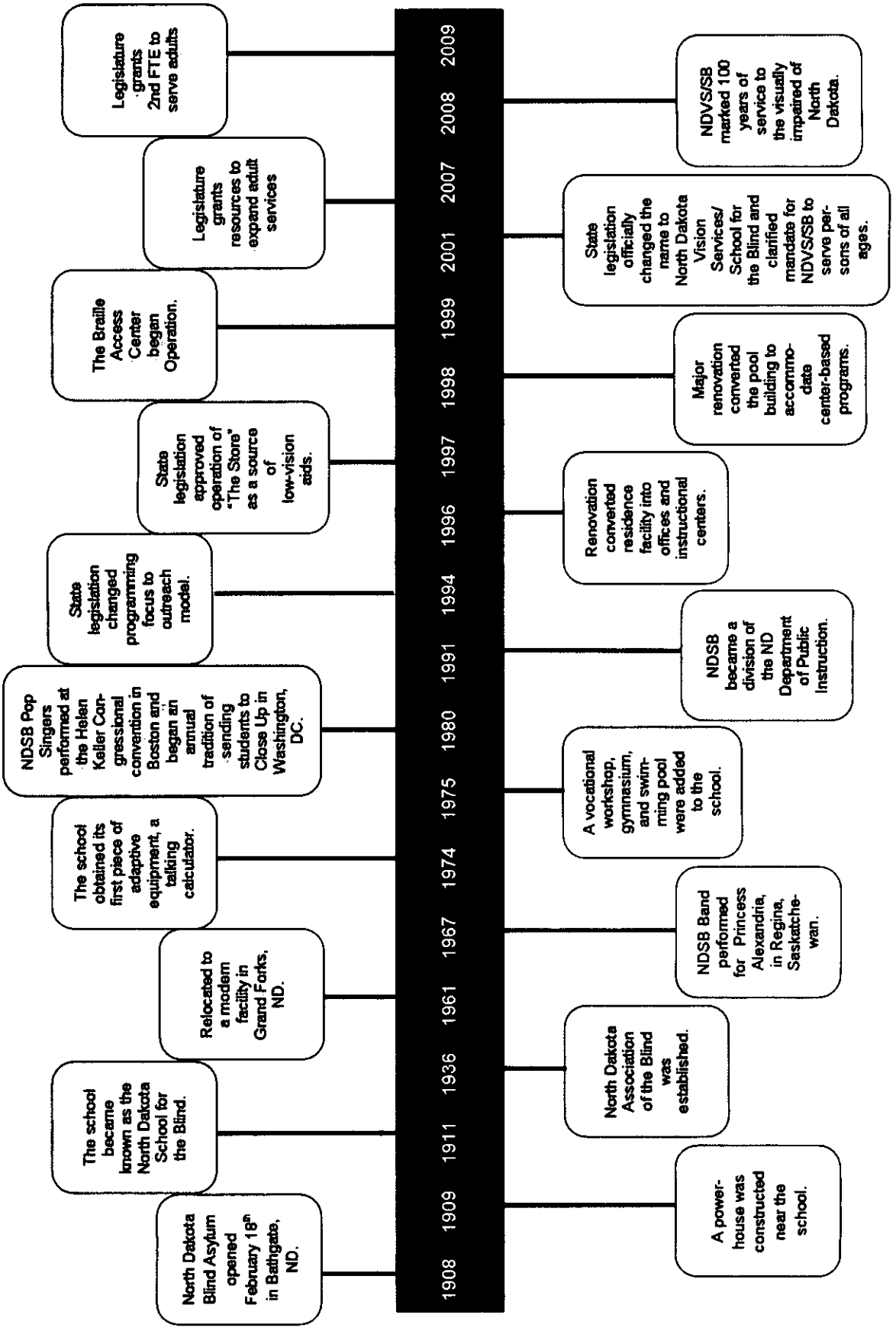
- South Dakota superintendent of the School for the Blind in Aberdeen is also with the School for the Deaf in Sioux Falls
- Minnesota superintendent is dual with both schools being located in Faribault
- Kansas' superintendent of the School for the Blind in Kansas City is also assigned the School for the Deaf approximately 30 miles apart
- Oklahoma superintendent of the School for the Deaf in Sulfur is also assigned to the School for the Blind in Muskogee

I assure you that the dual role does work for me at my time in life; however, I ask that you seriously review this dual role in the future and not only assess the financial savings, but also the current needs of both NDVS/SB and NDSD. I also want to stress how extremely varied the educational needs are – for the deaf center around communication and language and for the blind the compensatory skills that they must learn.

The 2011-2013 Executive Budget enables us to move forward and continue our mission. Our request is that you, as a Senate Appropriations Committee, support that recommendation as this bill crosses over to the House of Representatives Appropriation Committee.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are blind and visually impaired residing in our state!

Historical Time Table



Braille Music Program Evaluations
January 2011

1. **On a scale of 1 to 5 (1 being not at all useful, and 5 being very useful) how would you rate your current access to Braille Music and Services from Natasha?**

   5 (very useful) - Lori, parent

   "I truly feel you have been a wonderful asset to the children and in providing Braille music services" – Carolyn, parent

   "Natasha's teaching my student to read Braille Music is very helpful to me since we are in a large group setting" – Kari, Music Teacher

   "The work that Natasha does is a 5, she is excellent. Access to her services is a 4 since I would like to have her come to my school a little more often." - Jeannie, Vision Teacher

2. **What do you consider to be the most useful/helpful part of NDSB's Braille Music Program?**

   "I love that Natasha is available to help to teach Braille music, as there is not anyone around that even has any idea of how to do it. I love that teachers in the school can send their materials to get Brailled so that they are accessible to my daughter at the same time as her peers. I love that Natasha is flexible in her schedule to allow her to attend the private music lessons to provide assistance to those teachers as well." – Lori, parent

   "I think this program is truly an asset and I am so grateful to the services that have been provided by NDSB!! I am pleased to see that programs are seeking resources and bringing these needs to the attention of the Legislature! " – Carolyn, parent

   "Natasha's Teaching and the ability to send music to get Brailled" – Kari, parent

   "Private lessons with Natasha at the school the child attends and also at NDSB during Kids Week. Natasha teaches new material concepts. Consultations with the teacher of the visually impaired and school music teacher. Adapt music into braille for classroom use." – Jeannie, Vision Teacher

3. **What would you like to see added or changed about the Braille Music Program at NDSB?**

"The only thing I can think of that could be changed would be for Natasha to have more time to work with the students." – Lori, parent

"I would like to see more…I think any enhancements you can make and more services available will ultimately better each of these children's life experiences.. (Student's name) could do great things with the right support and services." – Carolyn, parent

"More Visits from Natasha to work with (student's name) would be great." – Kari, music teacher

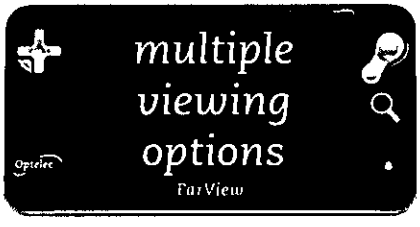
"More days for Natasha to adapt music into braille. More days that Natasha can come to the school the child attends for private lessons and consultation with the teacher of the visually impaired." – Jeannie, vision teacher

Additional Technology Equipment

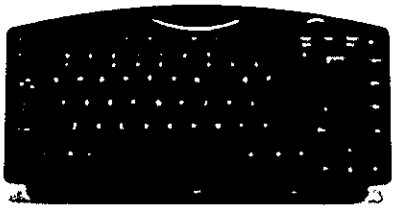
Optelec's FarView
Optelec's FarView offers today's active user the benefits of distance and close-up viewing in an ultra compact and stylish design.

For real time viewing, use the FarView on the go. The innovative design allows you to read street signs, departure times, or select your favorite coffee. Additionally, the FarView can be useful during a business meeting or in the classroom to capture essential information on the whiteboard. The FarView is a unique reading device for school, work or home. The easy to use buttons allow you to scroll through any text with ease. You can set your own scrolling speed to read and to return to the beginning of the page easily.

The built-in menu allows you to enhance reading comfort with six viewing modes, rotate, and magnify images up to 90X. In addition, the FarView can be connected to a VGA monitor or a PC to read images at a more comfortable size or to share pictures with friends and stores up to 100 images that can be magnified and scrolled through to view in detail.

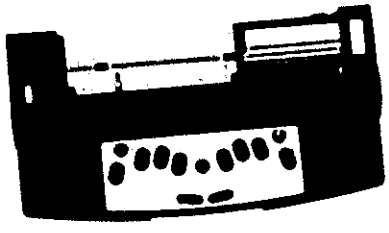


Freedom Scientific's PAC Mate
This first-of-its-kind, truly portable display not only makes PAC Mate™ more accessible, but it also can be used with desktops and laptops. All the units provide the same direct access to everyday Windows-based desktop data and software applications, via ActiveSync, and use JAWS® for the speech output. Run Pocket PC versions of popular software programs to manage your information internally or sync up and share data with other devices. Surf the Internet and send and receive email.



Level Star ICON
Store thousands of digital books and songs with the 40GB hard drive—Also includes calendar, address book, web browser, email, word processor, music player, calculator, stopwatch, journal and has Wi-Fi capability.

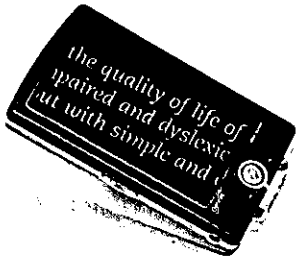
Mountbatten Brailler
The Mountbatten Brailler is an electronic Braille writer, notetaker and embosser. It integrates modern computer technology and has multiple applications to support embossing, reading and file storage - and it has audio support for all its operations. It is adaptive technology that has been designed to meet the needs of blind students in today's environment, especially in early Braille instruction, as a foundation tool for literacy.



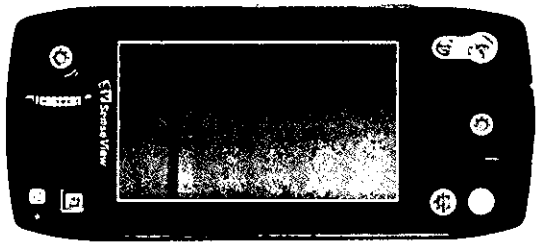
Sample of Assistive Technology

Optelec's Compact
Compact+ is a pocket-size video magnifier designed for the benefit of low vision people. Simply place it on a newspaper or magazine and the magnified image is displayed on the integrated screen.

The Compact+ offers bright and clear images. A full color, 4.3-inch widescreen offers up to 10 times variable magnification, with multiple high-contrast viewing options.



GW Micro's Portable SenseView Duo
The SenseView Duo combines a distance camera and a close-up & handwriting camera in one device. You no longer have to carry different magnifiers with you. Use the SenseView Duo at home, school, while shopping, or out on the town.

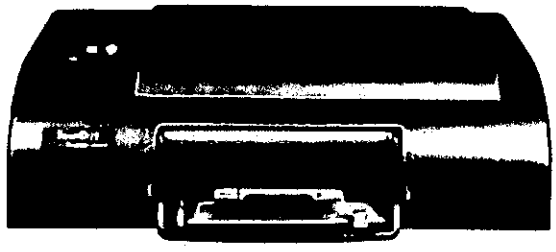


Enhanced Vision's Amigo
The Amigo, your one of a kind video magnifier on the go, is light and simple to use. Just place it directly on your reading material and adjust the magnification with an easy turn of a dial. Read price tags, menus, medication labels and more any time, any place.

The Intel Reader
Portable and unobtrusive, the Intel Reader takes pictures of printed material. It then converts it to digital form and allows magnification and/or audio playback. The reliable Intel® technology combines a high-resolution camera with an Intel® Atom™ processor.

Emprint SpotDot Color Braille Printer

- Prints braille and ink on the same page
- Formats Word & Excel documents to braille automatically
- Creates raised visual images on paper from anything on the computer screen
- Includes Tiger Designer – tactile graphics design software for Windows
- Employs Tiger technology – the new standard in embossed tactile graphics
- Includes touch screen for speech output



A Week at The School

By Zelda Gebhard

In December, I had the opportunity to spend a week at the North Dakota Vision Services/School for the Blind in Grand Forks. I was there for an "adult week". There are five such weeks scheduled each year.

You may be asking yourself, "Who should attend? What do you do when you get there? Who is responsible for the cost?" Since the answers vary from person to person, I won't attempt to answer these questions. For the answers to these and other questions you may have, I suggest that you call the staff at NDVS/SB at 701-795-2700.

I am going to attempt to explain why I won't try to answer your questions in this short article. Even though we, as individuals with sight loss, have that in common, we are as varied and unique as any other individuals in society. We come from different backgrounds, education and experiences. Even that which we have in common, vision loss, varies greatly. Our vision loss may be partial, total, with us from birth or resulting very recently. Our vision loss might be slow and gradual or sudden and dramatic. What the staff at the school does (and they do it very well) is help you evaluate your current needs and then start addressing those needs. They accept you as the unique individual you are and go from there.

What I would like to do is share my experience with you. Keep in mind though, that your experience would be similar but uniquely yours because you and I have different needs and different goals.

Many of you know I have fundus flavimaculotus which is a genetic eye disorder that affects the retina in a fashion similar to macular degeneration. Because of the progressive nature of this disease, I find myself having to continually adjust to advancing sight loss as time goes on. Because of this, I regularly need to add new "trinkets and tricks" to my life to help me function as well as I can at work and at home. I have been adjusting and readjusting to this vision loss all of my life.

Last fall, I called Amy Brunner, Vision Specialist with NDVS/SB. Amy lives in Minot and works with adults in the western part of ND. Jesse Shriek is her counterpart serving adults in eastern ND. I explained to Amy that when I had large amounts of reading to do on the computer at work and, yes, at home - reading emails and as editor of the Promoter proofing the newsletter, I was experiencing eye fatigue and headaches. She suggested that I come to the school where they have technology to include computers equipped with various software that you can try "hands on". While I could see the wisdom of this, the thought of spending a week away from home during the busy month of December made me hesitate. Meanwhile, I spent a very frustrating time trying to recreate my NDAB database and editing the November Promoter. I could continue with the current level of frustration or do something about it. The decision was made, my bags packed and off to Grand Forks I went.

I had previously had the privilege of meeting many of the staff. Quite a number of them are fellow NDAB members, some like Pat Hill and Candy Lien I met at the AER Convention two years ago. I met Paul Olson and Carmen Suminski when I testified at a Senate Appropriations Committee Hearing at the capitol. I serve on the ND Vision Work Group with Ken Dockter, Amy and Carmen. As a member of the NDVS/SB Advisory Council member I have had the opportunity to tour the physical building and meet more of the staff. Others like Katrina Wendell have been to NDAB Summer camp as guests during our guest day or like Jesse Shirek as a fellow camper (and canoe paddler). Though I have had an opportunity to meet and get acquainted with many of the staff, I had not seen them in action, at work, on their turf!

What I found during my week was that this is an amazing group of dedicated individuals with one common goal - getting me where I need to be by evaluating, training, teaching, counseling, and encouraging. As they are doing all this, they are doing something important but probably not listed on their job descriptions - caring. This is apparent in so many ways such as in the cooperation of staff to adapt my schedule to accommodate unforeseen requests like the morning I decided I would like to spend more time in technology with Tracy Wicken. Amy then rearranged her plans so I could do that. At the beginning, each individual attending has a daily schedule: time spent in Daily Living Skills, Braille, Technology, Orientation and Mobility, Group Therapy, and Leisure Activities. The good news is though they have a plan and a schedule they are flexible. The individual is more important than the schedule.

My husband, Steven drove me to Grand Forks on Sunday afternoon. When we arrived, we were greeted by Amy and one of the "houseparents". During the evening hours and overnight when the rest of the staff have gone home for the day, there is someone present in case you need them. I found most of them were young, predominantly college students who were friendly and very helpful. There is an area for attendees to stay while at the school. That was a big relief to me as staying somewhere else and then arranging for transportation would be a cause of anxiety and stress for me. The accommodations were clean and comfortable. There is a cluster of rooms around a common area equipped with a big screen television, couches, tables and chairs and a kitchenette. The suite I stayed in had two bedrooms joined together by a shared bathroom. Each bedroom was equipped with two twin beds, closet and sink. The bed linens and towels were provided.

Each morning began with breakfast, eaten together with the other individuals attending that week. Meals were a great time to get acquainted. After breakfast, it was off to class. My first class was technology with Tracy Wicken. Throughout the week I had the opportunity to try out the new CCTV's, magnifiers and other low vision aids and get some hands on experience with two of the software programs that have magnification and speech for the computer.

Next was Braille with Candy Lien. Though I was interested in Braille, I did not anticipate that it would be so much fun! I felt like a first grade student as I learned the first 11 letters of the alphabet and was then able to read (limited to those letters, of course) and write with the help of a manual brailler and even try out a stylus too! At this point in my vision loss, I am not sure whether I will take the time to learn the rest of the alphabet

and then practice enough so Braille would be efficient for me to use on a daily basis or not. What I do know now is that reading Braille is something I can do. Before this experience I hadn't had the exposure to it and when I had felt the raised bumps I had little hope of being able to distinguish one group of dots from another.

After Braille, I had daily living skills with Amy and/or Ken. Quite often we would prepare lunch as we practiced low vision kitchen skills. I was exposed to many techniques and tricks from how to sweep the floor (and not miss areas), marking measuring spoons and cups, and marking cans to prevent "surprises" while cooking.

Following lunch we had a group session which was led by Katrina and Jesse. This was a time to share, to listen and to contemplate. This was a good opportunity to get acquainted with each other and to look at things in a new perspective.

Orientation and Mobility with Paul followed group. After a very thorough discussion and evaluation of some of my abilities and also my challenges I face getting from place to place, we decided to take the plunge and get a cane. I chose a little folding cane that will easily fit in my purse. This cane will help me at night to find those curbs and steps. The cane will also be beneficial in letting others know that I have vision loss and hopefully they will understand why I am hesitating and unsure at times. My cane will also remind the bus driver that he should announce the bus stops. Yes, my new cane gave me the courage to try riding on the city bus in Grand Forks! This country girl had never had an opportunity to ride a city bus so this was an adventure for me! Not a scary one though because I knew Paul was going to meet me at my previously approved destination. If I didn't arrive there he would backtrack and eventually find me. My successful bus ride gave me confidence and a feeling of independence that is difficult for me to describe but it sure felt good!

Throughout the week I had the opportunity to do several other things. As a part of Leisure skills, Jesse took us to a pottery shop called Muddy Waters and we were introduced to the world of clay. We spent two sessions with a wonderfully patient potter who led us through the formation of hand formed pieces and we even got to try our hand at the potting wheel. The instructor made it look so easy! It wasn't easy for me but it was definitely fun!

What did we do in the evenings? What we did in the evening was our choice. There were a couple planned events. We went to a concert by the Air Force at the Chester Fritz Auditorium. It was truly awesome! The music was great with amazing lighting and props. It was hosted by the Grand Forks Air Force and we were able to attend absolutely free! One evening Amy arranged for public transportation and she and I went Christmas shopping. I spent another evening with my son, his wife and my two granddaughters. We ate, played and then went for a drive to enjoy the Christmas lights and made a stop at Dairy Queen for ice cream before returning to the school for the night. Time was also spent listening to music, watching TV, visiting with one another or resting in our rooms. I spent some time sewing names on Christmas stockings for my grandchildren.

During the week I took a few minutes here and there to: Shop at the "Store" with Pamela Hess. There is a collection of very helpful aids like needle threaders, jumbo playing cards, check writing guides, computer keyboard labels and much more.

I also expressed interest in the library and was given a very thorough tour by Donna Metzger, the librarian. I offered her a copy of the Promoter to add to the other newsletters and periodicals they keep in the library and she gratefully accepted my offer. There are some great resources housed in this library! Check it out!

It doesn't matter whether you are currently working with a vision specialist with the Older Blind program or a counselor from State Rehabilitation Consulting and Services (VR) in your region or an adult vision specialist with NDVS/SB (Amy or Jesse) or maybe you aren't currently receiving services from any of the above, give someone a call today. The next adult weeks are in June and July and after that there will be two weeks in September.

Whether you need to learn new skills or brush up on some old ones, I believe attending an adult week would be beneficial for you. It sure was good for me!

North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Dr . Wayne G. Sanstead, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

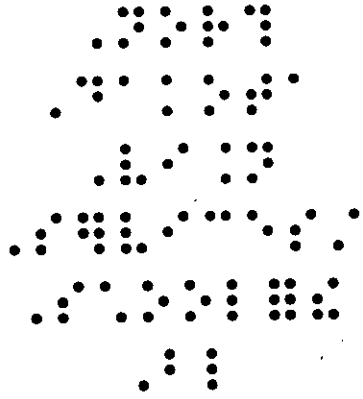
Carmen Grove Suminski
Superintendent

NDVS/SB is a Division of The Department of Public Instruction
Dr. Wayne Sanstead, State Superintendent

Serving the Visually Impaired Since 1908

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

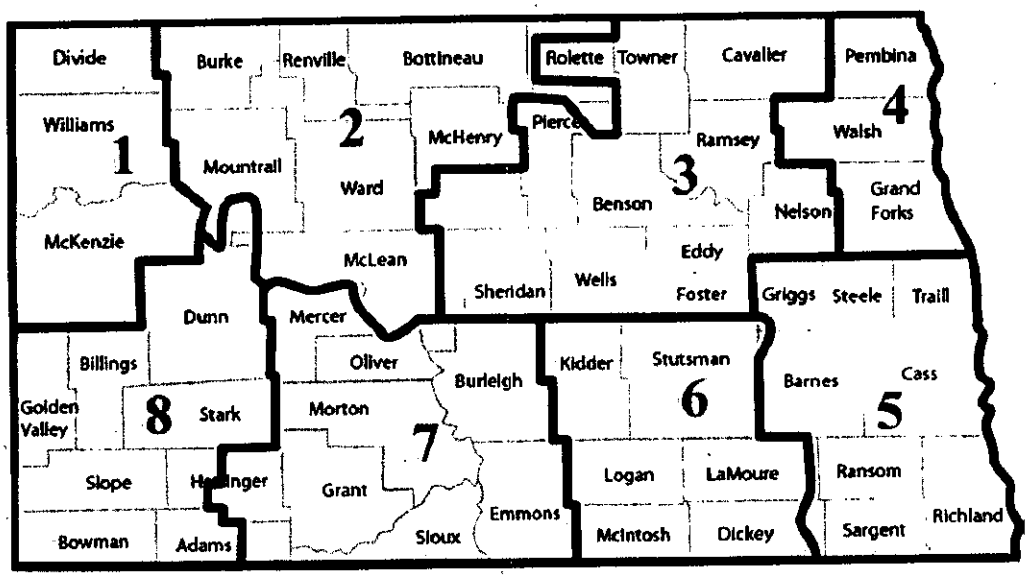
North Dakota Vision Services/ School for the Blind



NDVS/SB

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

Serving Visually Impaired Persons throughout the state of North Dakota



REGION 1 & 2
Dianne Giessinger, Coordinator
1015 S Broadway Suite 21
Minot, ND 58701
701-857-7635

REGION 3
Kathy Grzadzielewski, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2722

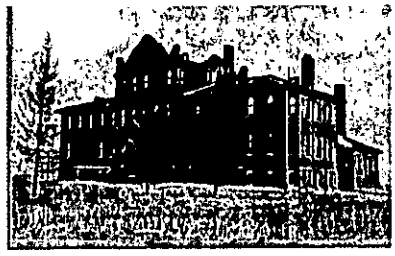
REGION 4
Cindy Williams, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2704

REGION 5
Linda Kraft, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
701-298-4428

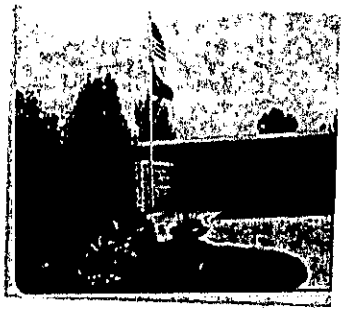
REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

History



North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.



In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.

Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.

Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

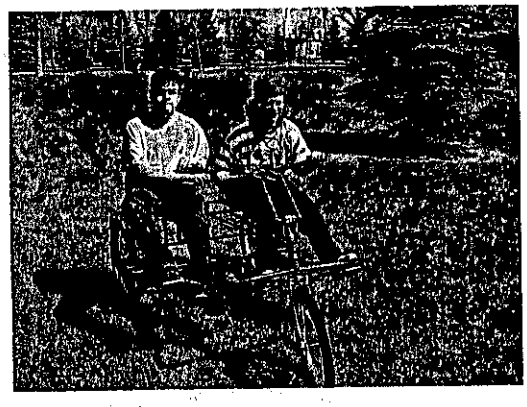
How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instructions:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

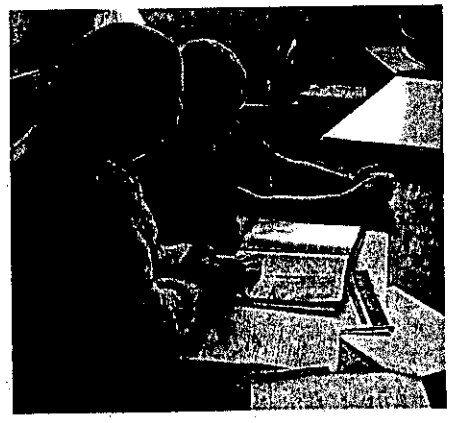
- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Sensory Education Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School (JAM mini-session)
- Teen Weeks (7th—12th Grade)
- Career Week (10th-12th Grade)
- Adult Weeks
- Summer Camps (Elementary & High School)

Speakers Bureau

Inservice Training



Rev. 01/10

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TESTIMONY ON SENATE BILL # 2013

SENATE APPROPRIATIONS COMMITTEE

JANUARY 10, 2011

Hulen E. Bivins
State Librarian
North Dakota State Library

****

Mister Chairman and members of the committee:

My name is Hulen Bivins and I am the State Librarian of North Dakota. Prior to my selection to this position, I worked at the State Library of Alabama for 31 years and served, most recently, as the Assistant Director of the State Library of Alabama for eight years. Despite being a Southerner by birth, I want all present today to known that I, with good conscience, sought to enjoy the North Dakota climate because I wanted to be associated with a strong State Library that has outstanding potential in the growth of services to its' citizens, as well as, the opportunity to contribute, on a national stage, regarding the issues associated with library and information services.

I am here today to speak in support of Senate Bill # 2013 in the state's 2011-2013 budget that provides appropriations for the North Dakota State Library as well as support for the many libraries --- public, school, special, and college/university --- in the state.

THE MISSION

The mission of the State Library of North Dakota is to provide, for all citizens, access to information. To accomplish this mission, the State Library works to fulfill four primary goals: 1) to serve as a leader in the library and information field; 2) develop access to information; 3) promote and advocate library awareness; and, 4) provide library and information resources statewide. All four of these goals lead ultimately to the task to ensure that all North Dakota residents, rich or poor, rural or urban, receive the best possible library service and that the state's citizens are afforded the opportunity to engage in quality lifelong learning --- learning which strengthens the economic health of North Dakota.

BASE BUDGET FOR CURRENT SERVICES

By providing, as well as coordinating, statewide services and being the catalyst for the availability of information to the libraries of the state, the North Dakota State Library has assured the delivery of information to the state's students, our citizens, our business entities including new industry, and our governmental leaders. In this work, the North Dakota State Library has embraced a leadership role. It is therefore respectfully requested that the Governor's budget for agency services be accepted. The on-going services funded in this budget are:

1) in a cooperative effort, working with the North Dakota Library Coordinating Council, offer Library Vision grants that connect public and school libraries to a statewide online library catalog network that provides both librarians and citizens access to vital information from more than 176 unique library collections in North Dakota;

2) providing cataloging services directly to 58 libraries across the state to add, in an efficient and systematic way, their library collection listings to WorldCat and therefore available statewide for interlibrary loan;

3) maintaining at the State Library an authoritative collection of library resources to answer the questions of both society, government and industry in a prompt and accurate manner;

4) cooperating through MINITEX with other states to provide a resource sharing program that provides subject specific electronic databases at the lowest cost possible thereby extending the value of the North Dakota dollar for the benefit for all of North Dakota and done with the coordination and assistance of ODIN (Online Dakota Information Network);

5) facilitating the maintenance and preservation of state publications in the North Dakota state document collection;

6) continuing to serve with audio recordings and other technologies, citizens who, because of a visual or physical impairment, cannot read the conventional book format;

7) serving as the public library for residents who do not have a local public library and providing training for library personnel, students and teachers, state employees and interested citizens, including business and industry concerns, in the use of library materials;

8) continuing internet and filtering services for 47 public libraries with funding moved from ITD and additional funding provided in the Governor's budget;

9) acting as the designated administering agency for funds made available and received from the Federal government that are provided for library and information services in each state under the Library Services and Technology Act (LSTA);

10) in accord with statutory regulations, administer the proper use of "State Aid To Public Library" funds as appropriated by the North Dakota Legislature for the benefit of North Dakota's public libraries; and,

11) accomplish all of the aforementioned services with a trained staff who work diligently to assist North Dakota's libraries in the development of

library services for their local patrons by providing consultation and professional development opportunities to all library staff.

STATE AID FOR PUBLIC LIBRARIES

Acknowledgement is given concerning the State Aid funding provided by the North Dakota Legislature in the last budget that has, in proper fashion, been expended to benefit the state's citizens. This body is asked to continue this support.

The proposed Governor's budget provides for an increase of $200,000 in State Aid funding. These new dollars would be used to:

1) purchase materials to be made available to the citizenry of North Dakota through the statewide interlibrary loan program;

2) to update technology to support the interlibrary loan program in the most remote and difficult to serve areas of the state of North Dakota, and;

3) to provide continued access (internet connectivity and filtering) for local citizens to online information, including the online library resources supported by the state's libraries.

CONCLUSION

What is the result of these programs offered by the North Dakota State Library? Simply stated, it is the development of quality library and information services provided with an economy design --- a design of efficiency accomplished by embracing new technologies, technologies understood and used following a concise, thoughtful examination and a full analysis prior to any unwise and frivolous expenditure done without research of the benefit to North Dakota.

I personally thank you for your time, patience and consideration of my testimony today. I am indeed honored to have had this opportunity --- especially the opportunity to stand today as the State Librarian of North Dakota. With me today are others who would desire the opportunity to provide testimony; I request that you take the time to listen to their views and thoughts. Following their testimony, I would be happy, with the assistance of Cynthia Clairmont-Schmidt, Assistant Director of the North Dakota State Library, to answer any questions you might have regarding the State Library and its proposed budget for fiscal 2012 and 2013. With respect, I thank you.

TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE

January 10, 2011
Rita Ennen, NDLA President
c/o Stoxen Library, Dickinson State University
701-483-2883

Dear Chairperson and Members of the Committee:

My name is Rita Ennen and I am the President of the North Dakota Library Association. Thank you for this opportunity to support the North Dakota State Library's budget request, SB2013.

The resources provided through the North Dakota State Library are vital to ensuring that all citizens of North Dakota have equal access to information regardless of where they live or any other limiting factor. Providing for a statewide catalog and access to the same basic suite of databases allows K-16 students from all parts of the state to have a level playing field in terms of learning and research possibilities. Public libraries make the same resources available to the general public, fulfilling an important role in providing lifelong learning opportunities to enrich our quality of life.

The State Library's budget also includes services such as interlibrary loan, reference, Library Vision 2014 grant funds, services to persons with disabilities, and trainers for online library resources. In cooperation with the State Library, libraries across the state work together to provide much richer access to information than any of us could do individually.

We urge you to support SB2013 and fully fund this budget request.

Sincerely,

Rita Ennen

10

SB 2013
January 10, 201

LEGISLATIVE TESTIMONY

Impact of ND State **Library Services**

Lynn R. Iverson

Services provided by the ND State Library, specifically, the ND Talking Book Program, enrich my life in enumerable ways. The ability to access books and magazines in digital formats is of immeasurable value. The opportunity to download and read materials through the Braille and Audio Reading Download (BARD) site allows me instant access to material that National Library Service (NLS) has produced. Digital books, magazines, and the new NLS Digital Talking Book Player provide access to all kinds of information that I would otherwise not have at my fingertips.

Additionally, the Dakota Radio Information Service (DRIS) allows me to stay up-to-date on local and state events through the reading of various North Dakota newspapers, as well as local weekly grocery ads.

Legislative Testimony from Robert A. Westermeyer (2112 E. Divide Ave., Apt. 212, Bismarck, ND)

"State Library services have provided several benefits including Talking Books, magazine subscriptions, and custom recording of instruction manuals and other such materials, and thus should be maintained."

TESTIMONY ON SB2013
Senate Appropriations Committee

January 10, 2011
Kelly Steckler, NDLA Legislative Chair
North Dakota Library Association
c/o Morton Mandan Public Library
667-5365

Dear Senator Holmberg and Members of the Committee:

My name is Kelly Steckler and I am Legislative Chair for the North Dakota Library Association (NDLA). I am also the Director of the Morton Mandan Public Library. I am here in support of SB2013.

At its annual conference in September, the North Dakota Library Association drafted a resolution supporting this bill. It reads:

***WHEREAS**, the North Dakota State Library is requesting a $200,000 increase in its 2011-2013 budget for state aid to public libraries, and*

***WHEREAS**, local public libraries, especially in rural communities, find meeting costs of collection development, of maintenance, of staff, and of computer access difficult.*

***NOW, THEREFORE, BE IT RESOLVED:** that the NDLA membership actively support the State Library's efforts during the 2011 legislative session to secure the additional $200,000 increase for state aid to public libraries to ensure that all North Dakota citizens have access to needed information.*

Public libraries across the state use these dollars to continue to purchase print materials in a variety of formats; provide programming for babies, kids, teens and adults; provide bookmobile services to rural communities; provide computer access; etc. Therefore, every State Aid dollar is essential in the financial plan of each ND library.

Also, the State Library's budget includes interlibrary loan services, Library Vision 2014 grant funds, and access to online library resources. Without this funding, many libraries across ND would be hard-pressed to provide community-specific services for its patrons.

We urge you to support SB2013.

Sincerely,

Kelly Steckler
NDLA Legislative Chair

SB 2013
January 10, 2011 13

Myrene A. Peterson

Enderlin Municipal Library

Enderlin, North Dakota

Story one: A lady in her 80's, who was visually impaired, had someone drive her to our library. She had been told that at our library; she could go on Ancestry. com for free. We have a special needs computer that was bought with the money from one of the grants given by the State Library. The screen is very large and the print can be made extra large. I went on the State libraries site, got on Ancestry.com, turned the screen towards her and began to type what she said. Suddenly, she grabbed my arm. I looked at her face and saw tears streaming down her face. She said, "young lady you have made my life complete. There is my great grandfather's name and history". She died shortly after her visit.

Story two: The CEO of a major tire company came into the library and asked;"Do you have wireless access?" Yes we do! Said the librarian. He then began to leave. As he was leaving he said; "I have to go and apologize to my mother. I told her she did not know what she was talking about- a small town library in North Dakota would not have wireless". He came back many times with his lab top and did corporate work in our small town library. America's corporate office can even work in Enderlin North Dakota.

Story three: A gentleman from Nevada was looking for a small town to move his wife and three sons. So ,He got on the internet and searched for the type of town he wanted. He picked Enderlin and North Dakota. The quality of the library and the resources available at all times at the State Library, were two of the main reasons He picked Enderlin. This brought in population and great community leaders.

Story four: Before we open the library for the day, there will be pickups and cars outside with people on their laptops. I asked a man if he would like to come in. He said. "No". " I have to send a proposal to the Ukraine". Small town North Dakota can have a global effect.

TESTIMONY ON SENATE BILL #2013

SENATE APPROPRIATIONS COMMITTEE

JANUARY 10, 2011

State Aid to Libraries

The strength of North Dakota lies in the thriving communities of hard working and ethically driven people, whether they be small or large. From one of the small communities, may I stress the value of our community library as a source of information, learning, gathering and incentive for growth for Maddock.

Our rural community of barely 500 is undertaking the restoration of the Opera House on Main street which will give the library increased space and influence. We are so grateful and dependent upon the aid of our State to help maintain resources and have current materials available to our community.

Please consider the return on the monies spent for libraries as vital for small communities to retain growing populations.

Priscilla Backstrom
Maddock Community Library
PO Box 188
Maddock, ND 58348 701-438-2235

SB 2013
January 10, 2011 15

GRIGGS COUNTY PUBLIC LIBRARY

PO BOX 546
COOPERSTOWN, ND 58425
(701) 797-2214

gcpubliclibrary@migc.com www.griggscountypubliclibrary.com

January 6, 2011

To Whom It May Concern:

The Griggs County Public Library would be forced to cut hours and services if it did not receive State Aid dollars along with donations and grants. The mill levy dollars received from Griggs County and the City of Cooperstown is about 75% of the budgeted expenses. The State Aid dollars is about 10% of the budgeted expenses while the remaining 15% is raised through donations and fund raising projects. The budgeted expense continue to increase at a faster rate that the mill levy dollars.

Each time the State Aid dollars increase the Library is able to maintain programs and services at the present levels. With the projected State Aid increase programs such as Story time for children age 5 and under, Summer Reading program for children age 5 through Adults, and the Dakota Discussion program for adult will not need to be cut back. The service hours at the library will not be cut which means the library will be open when the patrons need it.

The Griggs County Public Library is able at this time to be open 46 hours per week. We have people that travel from Steele, Nelson, and Grand Fork counties to use the library. When asked why they are willing to drive that distance it is because they know the library will be open when they come. There are either no libraries close to them or they are opened very limited hours.

On December 27, 2010 Al Peterson, North Dakota State Library trainer, came to Griggs County to present training on the use of the online databases provide to all North Dakotans through the State Library. In attendance at the training session, which the State Library offers for free, were several home schooling parents, public school parents, and library staff. The home schooling parents commented on how useful these sites will be in the home schooling work. The parents of public school children where excited about the Learn Center database that will allow their child to prepare for ACT or SAT testing. In the library I have shared the Learning Center with adults who are looking for new employment. The Online Databases are something that no small library could ever offer it patrons without the support of the State Library.

Thank you for letting us share the need for the continued support of the State Library's budget, the Online Databases, and the State Aid for Libraries.

Sincerely,

Luci Paulsrud
Griggs County Public Library
Board of Directors President

Bonnie Krenz
Griggs County Public Library Director

Bismarck Veterans Memorial Public Library

January 10, 2011

To: ND Senate Appropriations Committee

By: Tom Jones, Library Director 355-1482/ tjones@cdln.info
Bismarck Veterans Memorial Public Library
(serving Bismarck and Burleigh County)

Mr. Chairman and Members of the Committee:

I urge support of SB 2013, which includes funding for the ND State Library and for **State Aid for Public Libraries** , a formula first enacted in 1979. State Aid has pumped significant dollars into our local library support. The Governor has recommended **funding the formula at the 1.5 million dollar level**, which is the amount requested by The ND Library Association.

In Bismarck these dollars are always used for building library collections---- new books (regular print and large print), CDs with music and also with "Talking Books", DVDs, eBooks and Audio eBooks, and special online resources not otherwise available. The total State Aid dollars received in Bismarck for city and county in 2010 was $67,561.00 . With over 7,000 library users through the library each week, these state dollars are important to us. Not only are the new materials we acquire with state dollars available to Bismarck and Burleigh residents but also they are available directly through our local network delivery system to all the libraries and residents in Morton, McLean, Mercer and now Oliver Counties . . . . and also to other libraries throughout the state.

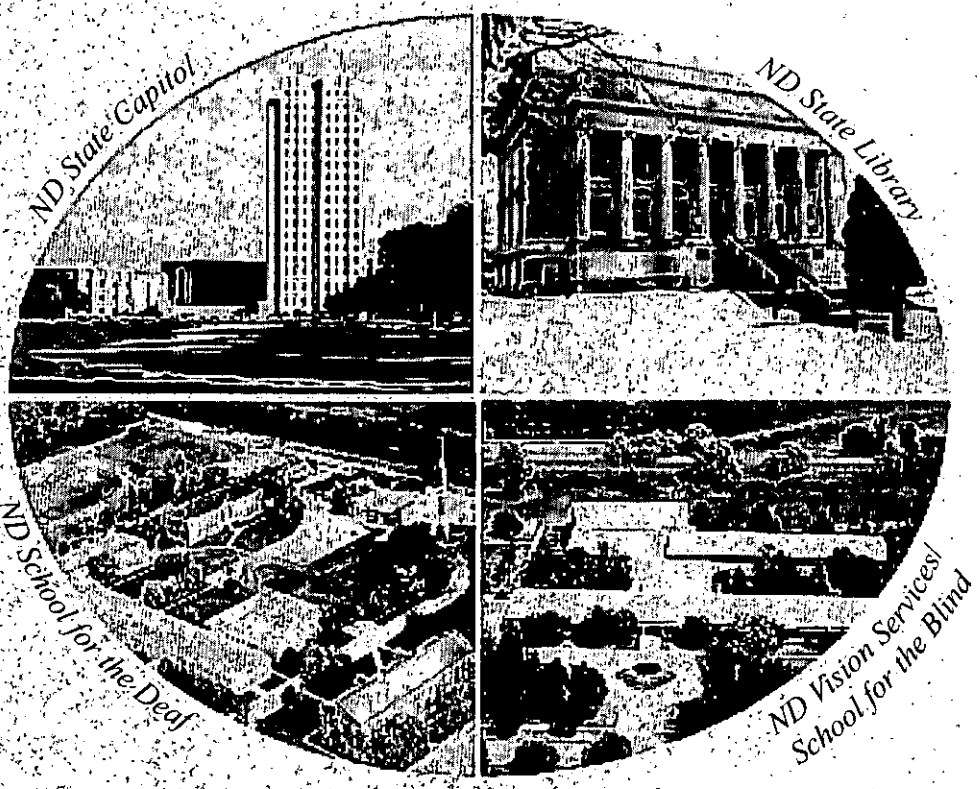
State Aid is extremely important in North Dakota because local support is generally below the national average----which is now over $35 per capita. (the City of Bismarck is about $32; Burleigh County is about $15). State Aid dollars do help us "keep up" with the purchase of needed new resources to meet public demand.

Thank you for consideration.

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee



January, 2011

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

4

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
Monday, January 10, 2011
Harvest Room – 8:30 A.M.

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

School for the Deaf – *Carmen Grove Suminski & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Hulen Bivins & Cindy Clairmont-Schmidt*

Administrative Funding – *Bonnie Miller*

Optional Adjustments (Part I) – *Bonnie Miller*

(1) **General Fund Operating** – *Steph Gullickson*
(2) **General Fund Salary** – *Steph Gullickson*
(3) **MIS – STARS Maintenance/Development** – *Steve Snow*
(4) **State Assessment System** – *Greg Gallagher*
(5) **Language Arts (Writing) Standards** – *Greg Gallagher*
(6) **Math & English Language Arts (Content Standards)** – *Greg Gallagher*
(7) **Foreign Language & the Arts (Standards Revision)** – *Greg Gallagher*
(8) **Adult Education – Adult Learning Centers** – *Valerie Fischer*
(9) **NDMILE** – *Lois Myran*
(10) **Professional Development Program** – *Lois Myran*

Special Education Services – *Gary Gronberg*

Demographics & School Organization Update – *Jerry Coleman & Bob Marthaller*

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
Tuesday, January 11, 2011
Harvest Room - 8:30 A.M.

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *Bonnie Miller*

(11) North Dakota Museum of Art – *Matt Wallace*
(12) Red River Valley Writing Project – *Kim Donehower*
(13) We the People Program – *Donna Person*
(14) Young Entrepeneur Education Program – *Barry Striegel*
(15) North Central Council of School Television – *Bev Pearson*
(16) Governor's School – *Lonnie Hass*
(17) Northern Plains Writing Project – *Ron Fischer*
(18) Teacher Center Network – *Deb Sisco*
(19) Education Standards & Practices Board – *Janet Welk*
(20) Education Standards & Practices Board – *Janet Welk*
(21) ND LEAD Consortium – *Jim Stenhjem*
(22) North Dakota Early Learning Council – *Cheryle Masset-Martz*
(23) Atlantik-Brucke – *Jon Martinson*

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

INDEX

Funding Analysis ..... *Page 1*

Current FTE's ..... *Page 4*

Federal Grant Funding ..... *Page 7*

Federal Grant Descriptions ..... *Page 9*

Optional Request Summary (DPI) ..... *Page 17*

General Operating Fund ..... *Page 18*

Optional Request Narrative (DPI) ..... *Page 19*

Optional Request Summary (Pass-Through Grants) ..... *Page 29*

Optional Request Narrative (Pass-Through Grants) ..... *Page 30*

Special Education Services ..... *Page 37*

ND K-12 2010-11 Statistics ..... *Page 40*

Regional Education Associations 2010-11 ..... *Page 41*

ND Public K-12 Enrollment ..... *Page 42*

K-12 Public School Enrollment Cohorts ..... *Page 43*

Public School Enrollment by County ..... *Page 44*

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1 2009-2011 LEGISLATIVE APPROPRIATION	2 2009-2011 ESTIMATED EXPENDITURES	3 2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	4 2011-2013 EXECUTIVE RECOMMENDATION	5 2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	
1	**FTE Employees**	**99.75**	**99.75**	**99.75**	**99.75**	**99.75**	
	Operations:						
2	Salaries & Wages	$ 13,654,455.00	$ 13,654,455.00	$ -	$ 14,409,300.00	$ 754,845.00	1
3	Operating Expenses	$ 31,270,801.00	$ 31,270,801.00	$ -	$ 29,651,187.00	$ (1,619,614.00)	2
4	Capital Assets	$ -	$ -	$ -	$ -	$ -	
5	**Total**	**$44,925,256.00**	**$44,925,256.00**	**$ -**	**$ 44,060,487.00**	**$ (864,769.00)**	
	Funding Sources:						
6	General Fund	**$ 8,065,211.00**	**$ 8,065,211.00**	$ -	**$ 10,566,762.00**	**$ 2,501,551.00**	
7	Federal Funds	**$ 35,794,642.00**	**$ 35,794,642.00**	$ -	**$ 32,432,116.00**	**$ (3,362,526.00)**	
8	Other Funds	**$ 1,065,403.00**	**$ 1,065,403.00**	$ -	**$ 1,061,609.00**	**$ (3,794.00)**	
	Grants:						
	State						
9	State School Aid	$ 808,370,295.00	$ 808,370,295.00	$ -	$ 919,459,478.00	$ 111,089,183.00	
10	Grants - Supplemental One-Time	$ 85,644,337.00	$ 85,644,337.00	$ -	$ -	$ (85,644,337.00)	
11	Supplemental Operations Grants	$ 16,795,584.00	$ 16,795,584.00	$ -	$ -	$ (16,795,584.00)	
12	Mill Levy Reductions	$ 295,000,000.00	$ 295,000,000.00	$ -	$ 341,790,000.00	$ 46,790,000.00	
13	Special Education	$ 15,500,000.00	$ 15,500,000.00	$ -	$ 16,000,000.00	$ 500,000.00	
14	Transportation	$ 43,500,000.00	$ 43,500,000.00	$ -	$ 48,500,000.00	$ 5,000,000.00	
15	Governor's School	$ 410,000.00	$ 410,000.00	$ -	$ 410,000.00	$ -	
16	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 260,000.00	$ -	
17	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 360,000.00	$ -	
19	Adult Education Matching Funds	$ 1,850,000.00	$ 1,850,000.00	$ -	$ 1,850,000.00	$ -	
20	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ -	
21	North Dakota Museum of Art	$ 345,000.00	$ 345,000.00	$ -	$ 360,000.00	$ 15,000.00	
22	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 83,000.00	$ -	
23	Red River Writing Project	$ 70,000.00	$ 70,000.00	$ -	$ 70,000.00	$ -	

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1	2	3	4	5
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE
24	North Central Council for School Television	$ 445,000.00	$ 445,000.00	$ -	$ 445,000.00	$ -
25	North Dakota Geographic Alliance	$ 226,000.00	$ 226,000.00	$ -	$ -	$ (226,000.00)
26	Atlantic Brucke Teacher Exchange	$ 75,000.00	$ 75,000.00	$ -	$ 75,000.00	$ -
27	We the People	$ 18,000.00	$ 18,000.00	$ -	$ 22,000.00	$ 4,000.00
28	Young Entrepeneur Education Program	$ 100,000.00	$ 100,000.00	$ -	$ 110,000.00	$ 10,000.00
29	**General Fund**	**$ 1,184,787,879.00**	**$ 1,184,787,879.00**	$ -	**$ 1,331,174,478.00**	**$ 60,742,262.00**
30						
31	**Federal Funds**	**$ 390,151,109.00**	**$ 304,536,772.00**	$ -	**$ 293,818,982.00**	**$ (10,717,790.00)**
32	Tuition Apportionment	$ 86,300,000.00	$ 86,300,000.00	$ -	$ 101,638,000.00	$ 15,338,000.00
33	Displaced Homemakers	$ 250,000.00	$ 250,000.00	$ -	$ 250,000.00	$ -
34	**Other Funds**	**$ 86,540,000.00**	**$ 86,540,000.00**	$ -	**$ 101,888,000.00**	**$ 15,348,000.00**
	Funding Sources:					
35	General Fund	$ 1,098,487,839.00	$ 1,098,487,839.00	$ -	$ -	$ (1,098,487,839.00)
36	Federal Funds	$ 390,290,149.00	$ 390,290,149.00	$ -	$ -	$ (390,290,149.00)
37	Other Funds	$ 86,540,000.00	$ 86,540,000.00	$ -	$ 101,878,000.00	$ 15,338,000.00
	Special Line Items:					
38	Mentoring Programs	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,300,000.00	$ -
39	National Board Certification (ESPB)	$ 500,000.00	$ 500,000.00	$ -	$ -	$ (500,000.00)
41	National Board Certification (ESPB)	$ 102,500.00	$ 102,500.00	$ -	$ 185,000.00	$ 82,500.00
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ -
43	ATCS Review Panel	$ -	$ -	$ -	$ 300,000.00	$ 300,000.00
44	Education Jobs Fund	$ -	$ -	$ -	$ 21,517,716.00	$ 21,517,716.00
43	**Total**	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 24,332,716.00**	**$ 21,400,216.00**

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee

January 2011

		1	2	3	4	5
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE
	Funding Sources:					
44	General Fund	$ 2,932,500.00	$ 2,932,500.00	$ -	$ 2,815,000.00	$ (117,500.00)
45	Federal Funds	$ -	$ -	$ -	$ 21,517,716.00	$ (417,500.00)
46	Other Funds	$ -	$ -	$ -	$ -	$ -
47	**Total**	**$1,709,336,744**	**$1,623,722,407**	$ -	**$ 24,332,716.00**	**$ (535,000.00)**
	Funding Sources:					
48	General Fund	$ 1,109,605,590.00	$ 1,109,605,590.00	$ -	$ 902,064,740.00	$ (207,540,850.00)
49	Federal Funds	$ 426,109,646.00	$ 426,109,646.00	$ -	$ 347,768,814.00	$ (78,340,832.00)
50	Other Funds	$ 87,611,508.00	$ 87,611,508.00	$ -	$ 444,739,609.00	$ 357,128,101.00
51	**Total Funding Source**	**$1,623,326,744**	**$1,623,326,744**	$ -	**$ 1,694,573,163.00**	**$ 71,246,419.00**

Column 3 - Variance between 2009-2011 appropriation and the 2009-2011 estimated expenditures:
None - All appropriations are estimated to be expended.

Column 5 - Variance between 2011-2013 recommentation and 2009-2011 appropriation

1 Provides employee salary increase & funding change for ND scholarship administration.

2 Removes one time funding items, stimulus funding, & grant funding overstatement.
Provides funding for contracted grant writing expertise, Indian Advisory Council, ITD increases, & other inflationary increases.

Current FTEs
December 2010

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

4.25 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; and payroll and employee benefit administration; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time director supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, mail, human resources, business communications, and procurement.
4.25 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.
3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.
1.00 The purchasing/procurement officer has been assigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; supervises the school bus transportation program; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

1.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.
1.50 Staff develop professional development systems, curriculum, and instructional supports to assist all North Dakota teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning.
1.50 Staff implement the K-12 school counselor program with an emphasis on career planning; personnel also administer the 504 program in this unit.

Title I

13.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA).

Standards and Achievement

10.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit. Personnel have been assigned to administer the State ACT Assessment Program. Technology has been assigned to this unit. Federal grants are also allocated through this unit for the student scholarships within the Robert Byrd Scholarship Program.
2.00 Staff members administer the statewide testing program and the federal NAEP testing program.

School Approval and Accreditation

6.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.
4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.75 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty GED testing sites, eighteen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.75 Child Nutrition and Food Distribution personnel are responsible for the administration of nine USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2011-2013 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	8,880,537	
10.555	National School Lunch Program	Agriculture	32,223,628	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,090,073	417,016
10.559	Summer Food Service for Children	Agriculture	975,830	51,331
10.560	State Administrative Expense for Child Nutrition	Agriculture		2,657,873
10.565	Commodity Supplemental Food Program	Agriculture	382,254	149,808
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,672,000	747,500
10.568	Temporary Emergency Food Assistance	Agriculture	92,849	180,918
10.582	Fresh Fruit and Vegetable Program	Agriculture	2,375,000	426,813
84.002	Adult Basic Education	Education	1,693,000	433,966
84.007	Title I, Part F Comprehensive School Reform	Education	0	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	82,504,038	2,173,513
84.011	Title I Migrant Education	Education	872,728	280,444
84.013	Title I Neglected & Delinquent Children & Youth	Education	149,770	
84.025	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B & State Personnel Development Grant	Education	87,708,797	4,642,532
84.173	Special Education IDEA - Preschool Program	Education	2,563,222	135,338
84.184	Safe & Drug Free Schools & Community Service Grants	Education	0	215,638

Catalog #	Title	U.S. Dept.	Grants	Admin
84.185	Byrd Scholarship Program	Education	205,000	
84.196	Title I Education for Homeless Children	Education	374,234	205,507
84.213	Title I Even Start	Education	479,696	46,713
84.287	Title IV 21ST Century Community Learning Centers	Education	10,857,005	1,122,987
84.298	Title V Innovative Programs	Education	0	0
84.318	Title II D Enhancing Education Through Technology	Education	881,410	183,010
84.357	Early Reading First	Education	0	991,369
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	717,500	246,946
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	26,356,274	799,932
84.369	Title VI Part A State Assessment Program	Education		6,555,103
84.372	NDSLEDS	Education		5,783,408
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	HHS	214,900	59,446
93.938	School Health Programs	Center for Disease	724,012	1,036,865
94.004	Learn & Serve	Corp Nat Comm Service	83,476	7,523
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,193,264
		Total	**$287,024,019**	**$31,920,291**

[1] Estimated federal funding

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

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $8,630,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560 **State Administrative Expenses for Child Nutrition** **Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565 **Commodity Supplemental Food Program** **Agriculture**

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

10.567 **Food Distribution Program on Indian Reservations** **Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568 **Emergency Food Assistance Program** **Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582 **Fresh Fruit and Vegetable Program** **Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002 **Adult Basic Education** **Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010 **Title I Basic Grants Improving the Academic Achievement of the Disadvantaged** **Education**

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2009-2010 and 2008-2009 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

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

84.011 **Title I Migrant Education** **Education**

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013 **Title I Neglected & Delinquent Children & Youth** **Education**

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.025 **Services for Children with Deaf-Blindness** **Education**

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

84.027 **Special Education Act (IDEA), Part B** **Education**

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more in thirteen categories. In the most recent allocation an amount equal to 87.9% of the total grant amount was distributed to school districts based on the federal formula. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.173 **Special Education IDEA Preschool Program** **Education**

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.185 **Byrd Scholarship Program** **Education**

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

84.186 **Title IV Part A Safe and Drug-Free Schools and Communities** **Education**

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received 4% is used at the state level for technical assistance, 3% is awarded to DPI for administration and 93% is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196 | **Title I Education for Homeless Children and Youth** | **Education**

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.213 | **Title I Even Start** | **Education**

Funds are available to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 94% is distributed to school districts, 3% is for technical assistance, and 3% is for administration. The method for allocation of funds is based on a competitive application process.

84.287 | **Title IV 21ST Century Community Learning Centers** | **Education**

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

84.298 **Title V Innovative Programs** **Education**

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

84.318 **Title II D Enhancing Education Through Technology** **Education**

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

84.323 **State Personnel Development Grant** **Education**

Funds to assist the State in personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities. Funds are awarded to universities to conduct university based resident teacher induction programs. Trainee scholarships are awarded to eligible speech language pathologists and to resident teacher trainees.

84.357 **Early Reading First** **Education**

Early Reading First was created to address the growing concern that many of our nation's children begin kindergarten without the necessary foundation to fully benefit from formal school instruction. Funding will aim to improve the school readiness of 360 low-income, ethnically and language-diverse children attending Head Start. Rural areas face numerous challenges to education, including pervasive poverty and unemployment. Approximately 79% of the children in the project area are eligible for free or reduced price lunch and 35% are English learners. Although growing up in rural areas presents a well documented set of educational challenges for young children, including pervasive poverty and limited opportunities, these challenges can be overcome using strategies to ensure that all children who enter school are ready to learn.

84.358 | **Title VI Part B Rural and Low-Income Schools** | **Education**

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

84.365 | **Title III English Language Acquisition** | **Education**

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366 | **Title II Part B Math and Science Partnerships** | **Education**

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367 | **Title II Part A Teacher and Principal Training and Recruiting** | **Education**

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

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

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

93.576 **Refugee Children School Impact Grant** **Health & Human Services**

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938 **School Health Programs** **Ctr for Disease**

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

94.004 **Learn & Serve** **Corp Nat'l Community Service**

Provides funds for service-learning. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

SB 2013

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1	2	3		4	5	6
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2009-11 PASS-THROUGH GRANTS APPROPRIATION (Base Budget)		2011-13 PASS-THROUGH GRANTEE REQUESTS	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	$20,000
12	Red River Writing Project	$70,000		$5,000	$0	$5,000
13	We The People Program	$18,000		$4,000	$4,000	$0
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	$90,000
15	North Central Council of School Television	$445,000		$75,000	$0	$75,000
16	North Dakota Governor's School	$410,000		$80,000	$0	$80,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	$180,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0
21	North Dakota LEAD Center	$260,000		$15,000	$0	$15,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**$465,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

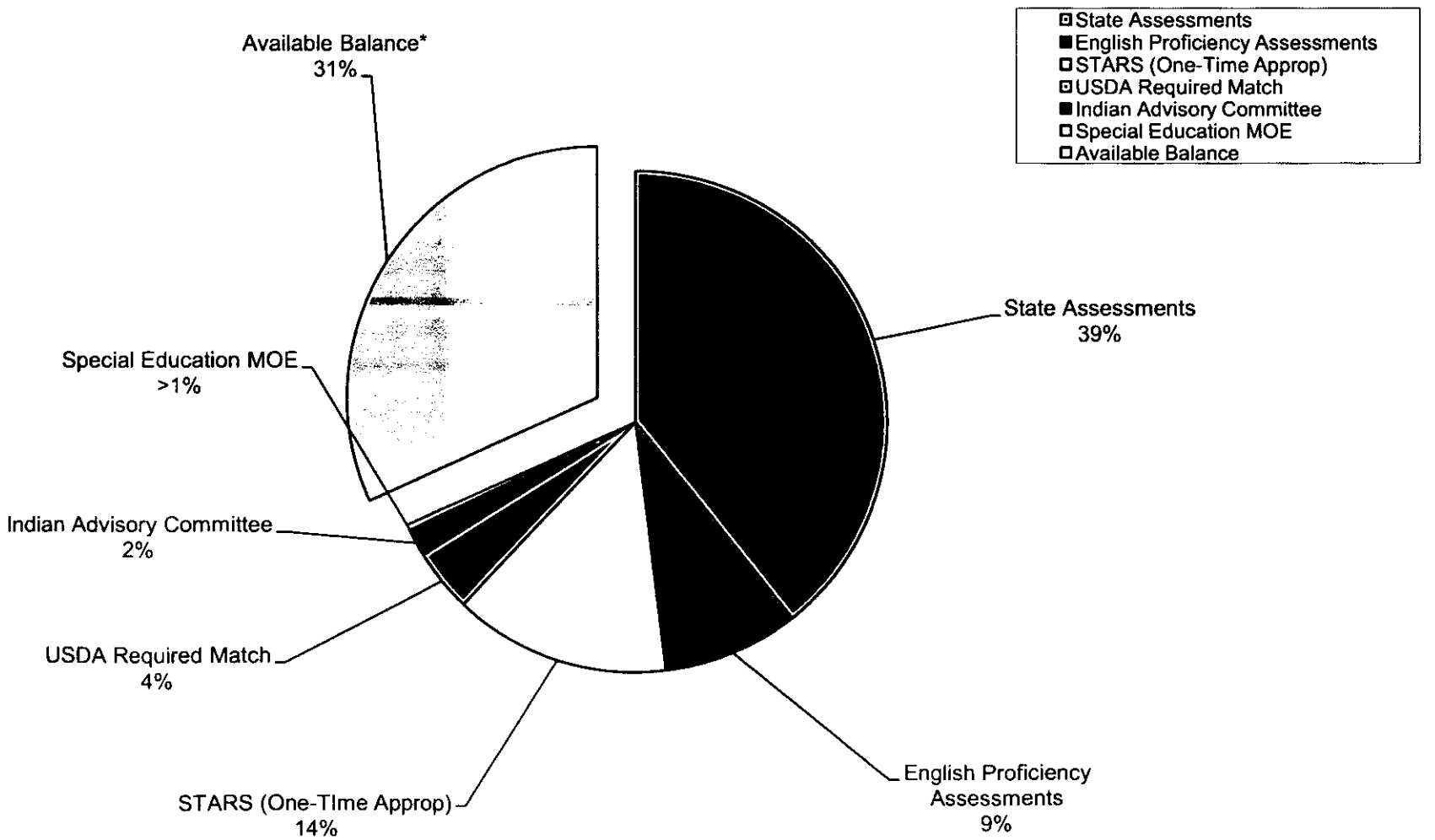
[3] **Continued Funding/No Increase Requested**

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2009-11 PRESENT BUDGET	2011-13 REQUESTED INCREASE	2011-13 TOTAL REQUESTED BUDGET	2011-13 EXECUTIVE RECOMMENDED INCREASE	2011-13 TOTAL EXECUTIVE RECOMMENDATION
1	General Fund Operating	0.00	$3,602,319	$885,880	$4,488,199	$551,880	$4,154,199
2	General Fund Salary	0.00	$4,337,836	$76,692	$4,414,528	$76,692	$4,414,528
3	MIS - STARS Maintenance / Development	0.00	$500,000 [1]	$878,000	$878,000	$384,000	$384,000
4	State Assessment System	0.00	$1,417,928	$2,373,900	$3,791,828	$763,586	$2,181,514
5	Language Arts (Writing) Standards	0.00	$0	$310,000	$310,000	$0	$0
6	Math & English Language Arts (Content Standards	0.00	$0	$650,000	$650,000	$0	$0
7	Foreign Language & the Arts (Standards Revision)	0.00	$0	$590,000	$590,000	$0	$0
8	Adult Education - Adult Learning Centers	0.00	$1,850,000	$1,800,000	$3,650,000	$0	$1,850,000
9	NDMILE	0.00	$0	$750,000	$750,000	$0	$0
10	Professional Development Program	0.00	$0	$1,000,000	$1,000,000	$0	$0
	TOTAL GENERAL FUNDS	**0.00**	**$11,708,083**	**$9,314,472**	**$20,522,555**	**$1,776,158**	**$12,984,241**

[1] One-Time Funding - H.B. No. 1013, Page 2, Section 2

DPI General Operating Fund Obligations 2009-2011
Total Available $ 3,602,319.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2011-2013 Biennial Budget Optional Requests

1. General Fund Operating Increase

The American Recovery and Reinvestment Act provided significant federal funds to States in competitive grant programs that were designed to encourage and reward the States that are creating conditions for education innovation and reform; achieving significant improvements in student outcomes; and implementing ambitious plans in four core education reform areas. This competitive way of granting federal funds is anticipated to follow through to some of the federal grants the Department has in the past received as formula grants. Because of this shift in methodology of formula grants to competitive grant funding and in order for ND to stay competitive with other states in securing contractors accustomed to working on a national level, we are asking for general funds in the operating line. These general funds will be used to assist DPI in being awarded federal competitive grant funding in lieu of the traditional formula grant funding. Federal regulations prohibit the Department from using our existing federal funds to write grants for a federal program, so general funds are being requested to develop and implement grant writing systems for the increasing number of competitive federal education grants. Using existing contract pricing it is estimated that each competitive grant proposal would cost about $50,000 to write. The Department anticipates writing 5 competitive grants per year @ 50,000 each for a total request of $500,000.

Another initiative in the Department is the North Dakota Indian Education Advisory Council (NDIEAC) that was authorized and funded by the 61st Legislative Assembly. The NDIEAC acts in an advisory capacity on matters such as, but not limited to, Indian student and adult Indian education needs, Indian cultural needs necessary for Indian learners, success for Indian students in schools, and professional development for teachers to promote greater understanding of the needs of Indian learners. Continuance of the NDIEAC is desired by the DPI in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to contract with a facilitator to (1) assist in receiving input and guidance from the various Indian stakeholders; (2) research and analyze the data; and (3) study the issues involved with Indian education in order to better serve the Indian student population. Additional funds of $ 100,000 are necessary to continue and expand the work of the NDIEAC.

Finally, several of the Operating Expenses items in DPI's budget are anticipated to increase. ITD has given agencies estimates on their anticipated increases and DPI will have a significant increase in the ConnectND Hosting Fees along with several other ITD services. Based on DPIs current usage, the ITD charges alone are estimated to increase over $185,880 in the upcoming biennium. In addition to ITD charges, there is anticipated increase in travel costs for Department and Non-Department staff in addition to contracting fees for summer school monitors. Some of the other areas of anticipated

increases in costs include operating fees such as printing, postage, supplies and professional development costs.

The Department hereby requests an additional $ 885,880.00 in General Fund Operating.

2. General Fund Salary Line Increase

HB 1400 mandated statewide ACT or Work Keys testing for all high school juniors. The legislature also created two new North Dakota merit scholarships for graduating seniors. The North Dakota Department of Public Instruction was charged with the responsibility of implementation of the law and oversight of the testing and the scholarship program.

Implementation and administration of the statewide testing and scholarship programs require development of procedures, guidelines, timelines, training, oversight, and frequent communication with all stakeholders (ACT, NDDPI, NDUS, CTE, school administration and staff, parents and students). The application process for the scholarship program involves online application, verification of curricular and grade requirements, verification of graduation, notification of award, acceptance or deferment of award, and coordination with the NDUS for the dispersion of funds. The results from the test administration are collected and used for school, district and state analysis, as well as for the determination of scholarship eligibility. Data is also available to conduct correlation studies between various measures of high school performance and student success in college.

The Department hereby requests an additional $ 76,692.00 in General Fund Salary Line.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including

the common assessments used by the districts, ACT and WorkKeys results and granular course data. Based on the previous biennium, we estimate this will total $384K.

In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored. Based on the previous biennium, we estimate this will total. Based on the previous biennium, we estimate this will total $180K.

We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations. Based on the previous biennium, we estimate this will total $314K.

The Department hereby requests an additional $ 878,000.00 in General Funds for STARS Maintenance.

4. State Assessment Program

After going through the formal state procurement process, the Department issued a contract to CTB/McGraw-Hill, LLC. The new contract includes cost increases within its new cost structure, especially during the second year of the biennium. The Department also facilitates the alternate assessments' development and various assessment-impacted activities, such as the Common Core Standards developments. ND currently provides the lowest cost assessment system in the nation. The Department anticipates the need for the state to prepare for higher assessment costs arising from multi-state consortium costs for Common Core Standards-based assessments.

The Department hereby requests and additional $ 2,373,900.00 in General Funds for the State Assessment Program.

5. Language Arts (Writing) Standards

The Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement against the state's established language arts content standards on the North Dakota State Assessment. The Department proposes to establish achievement standards for language arts using the CTB/McGraw-Hill benchmark standards setting method. The Department would contract with approximately 75 educators to establish work committees.

The Department hereby requests and additional $ 310,000.00 in General Funds for the Language Arts Standards.

6. Math & English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, the state should provide support to districts and Regional Education Associations (REA) to allow for the managed transition into the state's new content standards in English language arts and mathematics. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue $ 500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the REAs, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards. The Department would also issue $ 150,000 in grants or contracts to external organizations (e.g., the McRel, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-2012 and the 2012-2013 academic years to conduct curricular planning and professional development to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model.

The Department hereby requests an additional $ 650,000.00 in General Funds for the Math & English Language Arts Content Standards.

7. Foreign Language & the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the state should revise its current content standards foreign language and the arts. The Department would contract to provide a research-based assessment of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 contract with McREL to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 contract with McREL to facilitate the development of the content standards drafts and supporting materials; (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings.

The Department hereby requests an additional $ 590,000.00 in General Funds for the Foreign Language & the Arts Standards Revisions.

8. Adult Education Learning Centers

The federal allocation has decreased the past two years from $1,597,000 to $918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **$922,000**. This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **$634,800**. Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.

There continues to be a significant need for rural satellite centers; during the 2011-2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **$91,200**. During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **$152,000**. During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional $ 1,800,000.00 in General Funds for the Adult Education Program.

9. ND Moving to Improve Learning for Everyone (NDMILE)

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be $500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes $150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity

builders, department technical assistant providers (TAPs) and leadership teams from NDMILE schools.

As more schools start to implement the NDMILE it will be necessary to add a program manager, more administrative assistance time and funding for set-up and operational expenses for the positions, at an estimated cost of $ 100,000.

The Department hereby requests an additional $ 750,000.00 in General Funds for NDMILE.

10. Professional Development Program

With the increased emphasis on effective teachers and leaders at the federal level, it is imperative that the ND Department of Public Instruction leads this effort for all educators and school districts. The design of the professional development plan should build capacity for all educators that will, in turn, create change in teaching practices, leadership practices, student and staff engagement and learning. The request for funding would assist the State in designing a professional development model that is systemic, sustainable and job embedded with opportunities for coaching, feedback and practice. As ND addresses the teacher and leader evaluation systems with more emphasis on student performance, it is critical for the State to lead professional development efforts to support practitioners in that process.

Professional development in North Dakota should:

1. Be grounded in 21st century learning.
2. Build capacity for teachers and leaders to align standards and 21st century learning.
3. Develop teachers and leaders who are skilled in addressing the issues of change including how education is delivered (i.e. technology, etc.).
4. Assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

The State Superintendent of Public Instruction, as required by HB 1400, appointed a 22-member committee representing teachers, administrators, educational organizations and universities in ND. The full advisory committee meets 6 times per year. In addition there is subcommittee work that meets 6 to 8 times per year. The committee is required to review and provide feedback to the 180 districts on their professional development plans. The Advisory Committee will continue to meet in the following biennium as they design the next phase of delivery of professional development and develop a statewide professional development website.

$122,000 Professional Development Advisory Committee Meetings and Review of the Professional Development Plans

The calculations for the Professional Development Advisory Committee were taken from actual mileage, meals and lodging expenses of the current 22 advisory committee members, all of which were figured at current state rates.

1. **$19,815** = Mileage, meals and lodging related to the 6 yearly advisory committee meetings.

    a. $14,760 = Mileage for members outside the Bismarck metro area
    b. $975 = Meals for members outside the Bismarck metro area
    c. $4080 = Lodging for members outside the Bismarck metro area

2. **$14,625** = Mileage, meals and lodging for the 5 different subcommittees (each subcommittee meets 3 to 5 times per year).

    a. $11,690 = Mileage for subcommittee members outside the Bismarck metro area
    b. $487 = Meals for subcommittee members outside the Bismarck metro area
    c. $2248 = Lodging for subcommittee members outside the Bismarck metro area

3. **$21,840** = Review and feedback process of submitted district professional development plans by the Professional Development Advisory Committee members.

    a. Review and feedback of 182 district professional development plans @ $30 per hour at an estimated 4 hours of time per plan.

4. **$4720** = Operational expenses related to meetings of the Professional Development Advisory Committee and subcommittees including materials, printing, technology support, facilities, expenses for local consultants to work with the committee, and other miscellaneous expenses.

$61,000 per year of the biennium

The estimated biennium cost for the design and delivery of the professional development model is $878,000. The request includes funding for capacity building through consultant fees and expenses, training/meeting expenses, materials for the events, webpage development, professional library development and related support.

1. **265,000 to bring in consultants**

    a. $140,000 = Assist with the rollout of the new core standards or revised ND standards, incorporating 21st century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon ND's economic development activities, and incorporating standards-based best practices. I envision at least 5 days of training delivered regionally in

four sections of ND by combining the attendance of 2 REAs. This is estimated at 20 sessions per year. The primary audience would be ND teachers, teacher leaders and administrators.

b. $60,000 = Provide the professional development to support newly adopted teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying teaching behaviors when observing teachers using standards-based best practices with 21st century digital learners. I envision at least 2-3 days of training delivered regionally in four sections of ND by combining the attendance of two REAs. This is estimated at 8 to12 sessions per year depending on the evaluation system that is developed. The primary audience would be ND administrators.

c. $65,000 = Build a cadre of trainers for coaching and providing feedback on the two initiatives outlined above. For year two of the biennium, some of this money would shift to the trained trainers to actually go out to visit schools and coach, (job-embedded) educators on the their school improvement strategies, professional development plans and their work with incorporating standards and 21st century learning and technology for digital learners.

2. **$117,470 =** Stipends, meals, mileage and lodging, and substitutes for participants in the outlined professional development.

   a. $52,020 = 612 substitute days at $85 per day for teachers to attend the outlined professional development

   b. $45,450 = Meals, mileage and lodging for participants

   c. $20,000 = Stipends for summer work for 200 teachers at $100 per day for summer participation in the outlined professional development.

3. **$56,530 =** Operational expenses which include:

   a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD and NDCEL and attendance at national ASCD or NCSD conference.

   b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar. Further development and regular maintenance of the website will also require funding.

c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Funding request for each year of the biennium is $61,000 for Part A and $439,000 for Part B per year or a total of $1,000,000 for the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives such as the teacher and leader evaluation systems are completed.

During the next biennium several trainers or teams of trainers would be hired to help carry forward the professional development work started in the 2011-13 biennium. The trainers would assist schools in incorporating the right goals and strategies around the standards with the goal of increasing student achievement based on the needs of the 21st century learners.

The Department hereby requests and additional $ 1,000,000.00 in General Funds for the Professional Development Program.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4		5	6	7	8
NUMBER	OPTIONAL REQUEST	FTE CHANGE	2009-11 PRESENT BUDGET		2011-13 REQUESTED INCREASE	2011-13 TOTAL REQUESTED BUDGET	2011-13 EXECUTIVE RECOMMENDED INCREASE	2011-13 TOTAL EXECUTIVE RECOMMENDATION
11	North Dakota Museum of Art	0.00	$345,000		$35,000	$380,000	$15,000	$360,000
12	Red River Writing Project	0.00	$70,000		$5,000	$75,000	$0	$0
13	We The People Program	0.00	$18,000		$4,000	$22,000	$4,000	$22,000
14	Young Entrepeneur Education Program	0.00	$100,000		$100,000	$200,000	$10,000	$110,000
15	North Central Council of School Television	0.00	$445,000		$75,000	$520,000	$0	$0
16	North Dakota Governor's School	0.00	$410,000		$80,000	$490,000	$0	$0
17	Northern Plains Writing Project	0.00	$83,000	[3]	$0	$83,000	$0	$0
18	North Dakota Teacher Center Network	0.00	$360,000		$180,000	$540,000	$0	$0
19	Education Standards & Practices Board	0.00	$102,500		$82,500	$185,000	$82,500	$185,000
20	Education Standards & Practices Board	0.00	$0		$200,000	$200,000	$200,000	$200,000
21	North Dakota LEAD Center	0.00	$260,000		$15,000	$275,000	$0	$0
22	Early Childhood Learning Council	0.00	$0	[2]	$20,000	$20,000	$20,000	$20,000
23	Atlantik-Brucke (NDSBA)	0.00	$75,000	[3]	$0	$75,000	$0	$0
	TOTAL GENERAL FUNDS	**0.00**	**$437,500**		**$317,500**	**$755,000**	**$0**	**$20,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

Flow-thru Grants

11. North Dakota Museum of the Arts

In the fall of 2004, the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far, the Museum has toured five exhibitions (*Snow Country Prison: Interned in North Dakota, Shelterbelts, Artists' Self-Portraits, Marking the Land: Jim Dow in North Dakota, Animals: Them and Us*) to sixty-eight rural sites with 325 surrounding town or school districts participating as well. Over 56,554 people from rural communities have seen the shows. An additional 1,135 children have participated in intensive, outdoor sculpture or indoor ceramics workshops in conjunction with the exhibitions. Beginning August 1, 2009, the Museum added a professional Artist-in-Resident to teach ceramic workshops in the communities hosting the exhibitions. In addition, 168,951 eight-page tabloids about the exhibitions have been inserted into local newspapers.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.
The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, which opened in 2004, the Museum applied for and received $ 35,000 from the Otto Bremer Foundation (Spring 2006) to refurbish the exhibition so it can continue touring to rural schools well into 2010. All of the exhibitions reflect upon life in North Dakota. For example, *Animals: Them and Us* is probably the program's most successful exhibition in that it touches the lives of all the rural children, most of who have forged complex relationships with the animals around them. And all of the exhibitions introduce actual art objects, original paintings and sculptures and video art, rather than substitute originals with posters and internet images that are most often relegated to rural people instead of "real" art. The Rural School Initiative takes the North Dakota Museum of Art and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from Grand Forks. We request an approximate 1% increase in funding in order to cover escalading transportation, print, and health insurance costs.

The North Dakota Museum of the Arts hereby requests an additional $ 35,000.00 in General Funds.

12. Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in the third area. For the 2011-2013 biennium, we request a $ 5,000 increase over the current funding of $70,000. The requested increase in funding is primarily for anticipated rising costs of travel and other costs.

The Red River Valley Writing Project hereby requests an additional $ 5,000.00 in General Funds.

13. We the People Program

The We the People Program (WTP) would like to request funding of $ 11,000 per year for a biennium total of $ 22,000 in General Funds for the winning classes of the We the People: Citizen and the Constitution state competition. This funding assists North Dakota high school students attending the national WTP competition. Held annually, more than 50 teams from across the nation compete in Washington, DC and engage in a simulated congressional hearing competition. In North Dakota, students continue to engage in this congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. World Strides, a national travel agency, is responsible for organizing and chartering travel for all winners of the National We the People competition. The disbursement from ND will defray costs associated with the winning high school class attending the National We the People Competition.

The We The People Program hereby requests an additional $ 4,000.00 in General Funds.

14. Young Entrepreneur Education Program

The Young Entrepreneur Education Program is requesting an increase because the program will double in size and scope in the next two years. The program is proving to be an effective and popular program among school districts, economic development organizations and youth leadership groups for teaching youth and their teachers the skills and attitudes associated with business ownership and community development. During the 2011-2013 biennium, the program will add at least 6 new sites for the one week summer camps. In addition, they intend to expand their efforts at the current summer

camp locations by adding year-round programs for youth entrepreneurship and leadership.

The funding increase is requested for the following:

Pay for six new summer camps	$ 33,000.
Initiate a pilot program of year-round entrepreneurship & youth leadership education by organizing local Youth Leadership Councils at three existing sites.	$ 18,000
Increase the ¼ Assistant Director position to ½	$ 20,000
Increase the ¾ Program Director to full time	$ 29,000

The Young Entrepreneur Education Program hereby requests an additional $100,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 46-year-old non-profit organization of North Dakota schools that originally put public broadcasting on the air and currently contracts with Prairie Public to administer its mission providing a virtual service center in support of four key areas of unmet needs in members' schools: easily accessible, classroom multimedia resources available by broadcast and the Web; professional development that identifies multimedia resources and integrates media technology in the curriculum; programs that address literacy and school readiness deficiencies; and North Dakota multimedia resources on the Web to support the North Dakota Studies curriculum.

Through its partnership with Prairie Public, the NCCST leverages the vast resources of local and national public broadcasting services as well as public media grant opportunities and relationships with other regional agencies to achieve advancement in these areas. Today the NCCST supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education literacy initiative for preK-3, on-site and online professional development for preK-12 teachers, a multimedia website for ND Studies resources, and numerous other digital video and preK-12 outreach projects.

Going forward the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more and more on educational multimedia resources and learning modules to supplement local curriculum. To meet this and the its ongoing needs, the NCCST is requesting a total of $520,000 for the biennium, increasing its financial support for obtaining engaging student learning activities, downloadable instructional video, and a wealth of other teacher resources from easily accessible websites by $10,000. The Board also identifies the need to continually upgrade technology platforms and has budgeted $40,000 to provide access at no cost to area schools to a valuable online repository of video and learning objects from PBS stations across the nation, the Digital Learning (DLL); continued support for the

partnership with Learn 360 for an affordable streaming video service for all schools in the state; and an upgrade for the NDStudies.org content management system (one-time funding), in addition to an increase of content development for that site.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, the NCCST Board also is increasing its financial support by $25,000 for face-to-face teacher training in integrating the curriculum-based PBS programming and correlating activities and obtaining and using other public media and specific North Dakota multimedia resources in classroom lesson planning. A portion of this funding will also leverage a Prairie Public grant opportunity for North Dakota teachers in offering additional Teacher Training Institutes integrating arts, history and culture across the curriculum.

The North Central Council of School Television hereby requests an additional $75,000.00 in General Funds.

16. North Dakota Governor's School

The Governor's school would like to request additional General Funds for the English Studies program.

The proposed budget is as follows:

Salaries and Wages	
Administrative—	$ 4620
Instructional—	$ 16,215
Technical—	$ 1,175
Remaining Operating Expenses	
Computer equipment and software	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	$ 15,000
Governor's School closing reception 25 @ 6	$150
TOTAL COSTS	**$41,360**
Local Funds	(1,360)
Total	$ 40,000
Total Biennium	$ 80,000

The North Dakota Governor's School hereby requests an additional $80,000.00 in General Funds.

17. Northern Plains Writing Project

18. North Dakota Teacher Center Network

Since their inception over 30 years ago, teacher centers have been providing professional development to educators throughout North Dakota. The North Dakota Teacher Center Network is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state.

Over time, the North Dakota Teacher Center Network (NDTCN) has expanded across the state to serve schools and educators through three fundamental goals:

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, including REAs, state agencies, and institutions of higher education for professional development of pre-service and in-service teachers.
3. Communicate via printing and/or electronic mediums to all constituents via a monthly newsletter.

The mission statement reflects the NDTCN's commitment to educators: "...assists practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."
Teacher Centers have evolved over the past few years.

- They are working directly with universities to work with pre-service teachers as well as to co-sponsors events.
- With the addition of the Regional Education Associations (REAs) in North Dakota, the teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REA in their regions.
- Teacher Centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.

The Network funding request for the 2011-2013 biennium is $540,000; this would allow $270,000 per year, or $30,000 per Teacher Center per year. Current funding does not allow each TC to employ full time year round staff, no administrative assistant time, minimal travel time, nor technology funds. As TC's work more closely with NDEA, REA's and ESPB, the need for technology to reach a wider audience is warranted.

The North Dakota Teacher Center Network hereby requests an additional $ 180,000.00 in General Funds.

19. Education Standards & Practices Board

The Education Standards & Practices Board would like to request an additional $ 82,500 for the National Board for Professional Teaching Standards, assessment fees and stipends. The total estimated budget for the 2011-20113 biennium includes $ 92,500 for the National Board for Professional Teaching Standards, $42,500 for the assessment fee, $50,000 for the annual stipend for ND teachers currently national certified. Currently ESPB has $102,500 in appropriated general funds and is requesting an increase of $ 82,500.

The Education Standards & Practices Board hereby requests an additional $ 82,500.00 in General Funds.

20. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe was rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation working with two of ND institutions, will be linking student data to teacher data to the institution.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests an additional $200,000.00 in General Funds.

21. North Dakota LEAD Center

The North Dakota LEAD Center has requested an additional $15,000 in general funds. The request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional $ 15,000.00 in General Funds.

22. Early Childhood Learning Council

23. Atlantik-Brucke (NDSBA)

North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2011 ND Legislative Assembly Appropriations Committee

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key facts about special education in North Dakota:

1. Despite overall declines in North Dakota K-12 student enrollment, the number of students identified for special education and related services continued to rise for five of the last ten years.
2. Like nearly all states, North Dakota has experienced a significant increase in the number of children identified as having autism.
3. Due in part to an-depth intensive study of special education finance in our state, North Dakota has adopted an overall state education funding formula that is less categorical and more integrated with the overall education appropriation.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan*. This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measureable outcomes such as:

- school district graduation and dropout rates of students with disabilities;
- the rate of inclusion of these students in general education settings; and
- their participation and performance on state assessments.

The Department also collects and reports data related to the percent of youth with individualized education programs (IEPs) who are no longer in secondary school, and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school. These encouraging results for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined for the last few years that North Dakota is one of the states that are identified in the top "*Meets Requirements*" category for implementation of the I.D.E.A.

There are strong efforts underway in North Dakota to ensure that the public schools of our state are keeping pace with reform initiatives that affect special education. The Department of Public Instruction is working collaboratively to promote the statewide scale-up of the research-based educational practice of *Response to Intervention* (RTI). This is widely recognized as an effective process for providing appropriate services for struggling learners before they are referred for an evaluation for special education eligibility. *Response to Intervention* is the practice of "providing

high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions"(National Association of State Directors of Special Education, 2006). Encouraging data indicate that this may be one of the most promising methods of reducing inappropriate and unnecessary referrals for special education. The Department created leadership teams involving local educators that are guiding the development of RTI for both academic and behavioral purposes.

The 2009 North Dakota Legislative Assembly passed two very significant pieces of legislation that directly affected special education. One was a bill that created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled "*Autism Spectrum Disorders in North Dakota Public Schools.*" This information is intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. Even though our overall number of students has declined for the last decade, the number of students with autism identified as a primary disability served in our public schools has now risen to 586, a fivefold increase. The other major bill our Legislative Assembly passed in 2009 that has already had a considerable impact on our DPI special education unit is the directive to assemble a broad-based transition team for the North Dakota School for the Deaf and to develop a *Future Services Plan* for our 125 year old school. The Department is pleased to report that those assignments have been completed and we are eager to share the draft plan for your review. The Department is confident that a viable blueprint for the future has been created for appropriately meeting the needs of North Dakotans who are deaf or hard of hearing.

In response to the frustrations of local administrators in preparing and submitting special education student contracts, the Department developed and made available a significant improvement for all concerned. Student contracts are the means by which a school district or special education unit can be reimbursed by the state for the excess costs of providing special education and related services to students with exceptional education needs. Eighty percent of special education contract funding is for students placed for purposes other than education (e.g., foster care, behavioral concerns, etc.). The Department created software that enables local administrators and DPI personnel to move from a labor intensive paper process to a new more efficient online student contract system. This has met with considerable support from the field and is also allowing the Department to track and analyze these unique fiscal data with greater capability.

Although our analysis at this point is primarily anecdotal, it seems relevant to share that we are receiving an increasing number of reports from local administrators about the special education needs of some of the children whose families have relocated to the parts of the state most affected by energy related development. Reports of increased numbers of children who have significant special education needs have been noted. The state will monitor this carefully in order to assist the families and schools in this area of increasing need.

Lastly, the Department wants to inform you that for the last two school years North Dakota became one of the only states in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate

sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. The user friendly system has been embraced by special educators across North Dakota. The Department has received a number of inquiries from across the nation and Canada about our ability to offer this service to the schools of our state.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between responsiveness to statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support for special education.

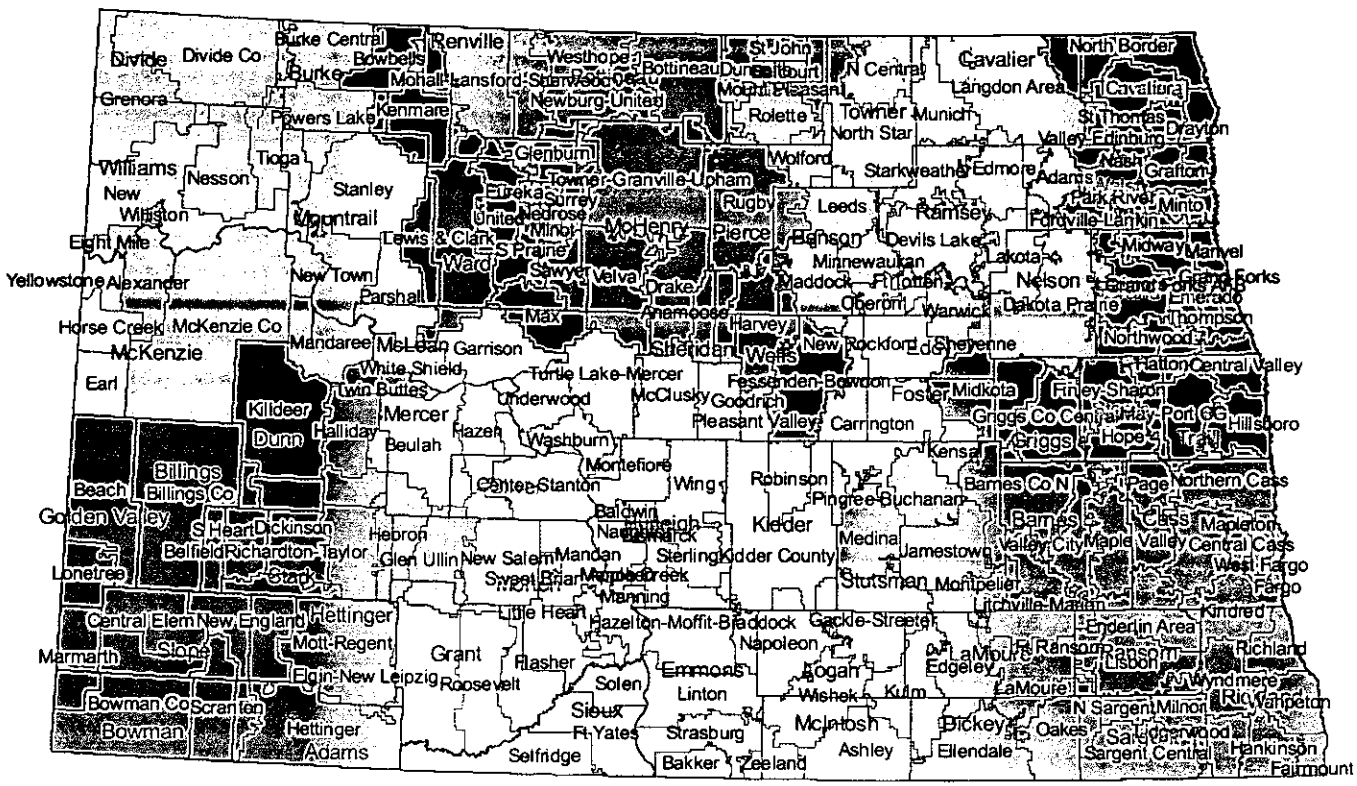
ND K-12
2010-11 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	183	46	4	5	31	10	279
Schools	373	53	4	6	0	0	436
K-12 Enrollment	94,729	6,052	65	1,513	0	0	102,359
Licensed Staff	9,756	753	68	230	382	116	11,304
Non-licensed Staff	5,792	548	73	172	254	46	6,885
Graduates	6,965	342	24	53	0	0	7,384

www.dpi.state.nd.us

Regional Education Associations (2010-2011)

10/22/2010



Northeast Ed Services Cooperative (NESC)

Roughrider Ed Services Program (RESP)

Mid-Dakota Ed Cooperative (MDEC)

Missouri River Ed Cooperative (MREC)

South East Ed Cooperative (SEEC)

Red River Valley Ed Cooperative (RRVEC)

North Central Ed Cooperative (NCEC)

Great Northwest Ed Cooperative (GNWEC)

The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440

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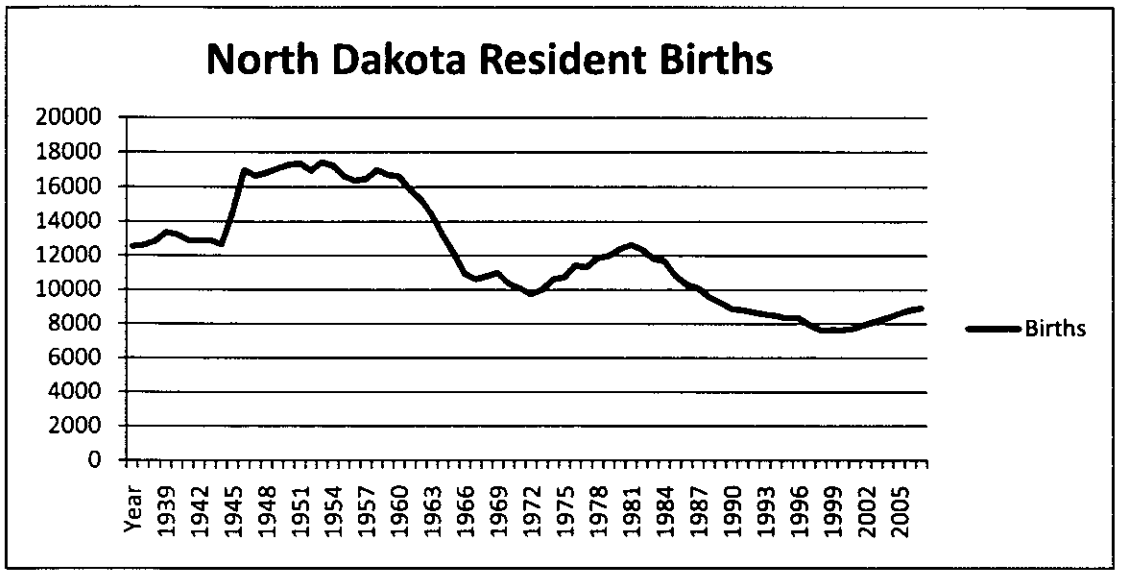
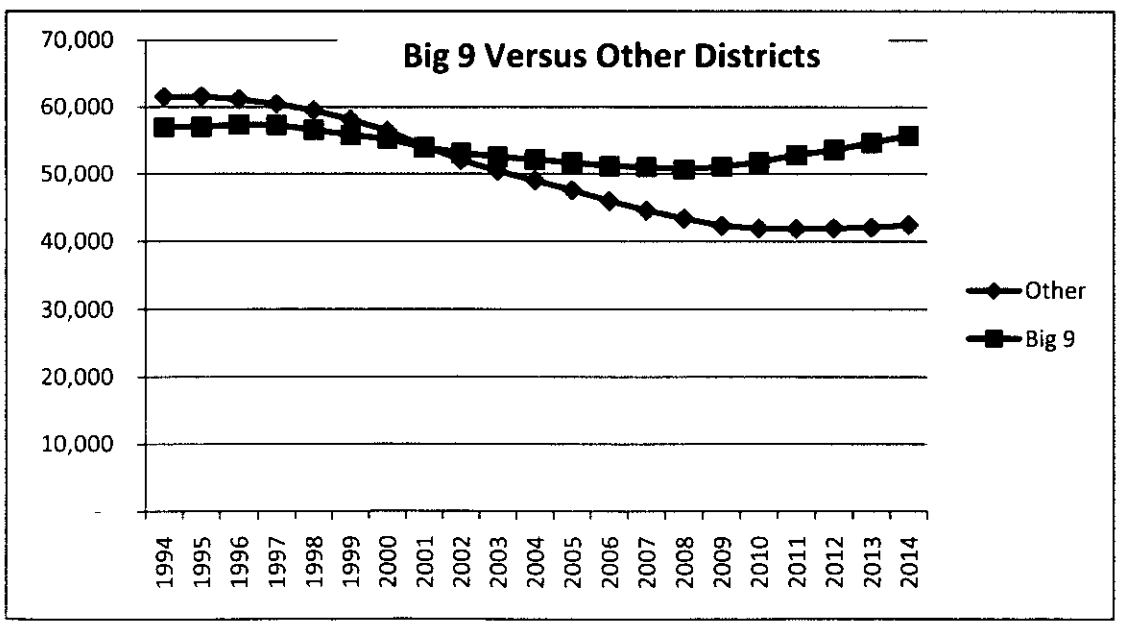
Note: District dissolution not yet complete
(Nash School District was dissolved, but still appears on the map).

North Dakota Public K-12 Enrollment

Sum of DENK12	Column Labels		
School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	41,947	53,590	95,537
2013	42,058	54,680	96,738
2014	42,423	55,727	98,150





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/28/2010

K-12 Public School Enrollment Cohorts

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Projected --> 2012	2013	2014
Kindergarten	7,559	7,144	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,446	7,748	7,920	8,064
Grade 1	7,996	7,609	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,482	7,456	7,750	7,935
Grade 2	7,894	7,643	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,196	7,478	7,443	7,745
Grade 3	8,040	7,747	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,314	7,609	7,567
Grade 4	8,130	7,980	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	6,983	7,383	7,682
Grade 5	8,339	8,099	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,676	7,069	7,082	7,490
Grade 6	8,520	8,210	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,822	7,239	7,266
Grade 7	8,608	8,544	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,368	7,373	7,033	7,468
Grade 8	9,044	8,555	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,294	7,442	7,447	7,109
Grade 9	9,566	9,204	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,579	7,537	7,684	7,682
Grade 10	9,332	9,314	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,684	7,574	7,529	7,680
Grade 11	9,389	8,993	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,409	7,389	7,282	7,232
Grade 12	9,288	9,052	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,569	7,352	7,336	7,230
Total K-12	111,705	108,094	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,729	95,537	96,737	98,150
Change from prior year		(3,611)	(2,880)	(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,014	808	1,200	1,413

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
2	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	*1,540*	17			
8	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	*11,102*	166			x
9	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	*19,974*	223			x
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	*8,415*	(43)			x
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	*1,254*	3		x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	*4,134*	106			x
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	*1,309*	85			
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	*1,791*	(41)			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	*920*	(27)			
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	*2,282*	22			
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	*2,802*	27			x
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	*3,272*	44		x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	*2,555*	(52)			x
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	*1,311*	(20)			
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	*1,524*	(175)			
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	*9,090*	417		x	x
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	*3,430*	265		x	x
1	Adams	385	364	355	347	336	312	282	279	283	*258*	(25)	x		
3	Benson	992	971	1,024	971	959	972	974	973	959	*970*	11	x		
4	Billings	73	73	76	56	50	48	46	42	44	*38*	(6)	x	x	
5	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	*765*	(20)	x	x	
6	Bowman	703	681	663	646	590	605	587	559	551	*525*	(26)	x	x	
7	Burke	324	328	294	276	263	273	243	242	239	*252*	13	x	x	
10	Cavalier	716	707	641	621	580	555	521	479	458	*437*	(21)	x		
11	Dickey	913	893	890	900	880	885	853	837	813	*844*	31	x		
12	Divide	313	302	299	280	265	237	233	228	232	*226*	(6)	x	x	
13	Dunn	549	537	529	496	473	447	429	438	437	*434*	(3)	x	x	
14	Eddy	526	512	477	492	468	421	385	353	322	*341*	19	x		
15	Emmons	760	739	724	678	659	628	618	621	588	*571*	(17)	x		
16	Foster	688	651	643	614	647	616	583	573	529	*518*	(11)	x		
17	Golden Valley	418	392	381	367	341	322	309	302	314	*303*	(11)	x	x	
19	Grant	397	368	355	320	317	304	286	255	247	*243*	(4)	x		
20	Griggs	527	509	485	483	462	415	407	392	377	*375*	(2)	x		
21	Hettinger	541	493	478	466	418	411	386	360	373	*379*	6	x		

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory) 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*	Last Change	Frontier	Oil Prod	Big 8
22	Kidder	500	470	453	451	435	408	397	400	400	*402*	2	x		
23	LaMoure	980	912	775	725	671	658	647	613	625	*630*	5	x		
24	Logan	420	397	363	361	335	346	327	328	331	*340*	9	x		
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	*853*	(9)	x	x	
26	McIntosh	512	511	494	455	457	430	391	374	381	*390*	9	x		
27	McKenzie	1,035	964	913	880	865	810	813	814	839	*927*	88	x	x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	*1,410*	(23)	x	x	
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	*1,491*	58	x	x	
32	Nelson	613	588	582	557	524	490	494	462	468	*443*	(25)	x		
33	Oliver	270	248	250	281	265	255	237	208	196	*196*	-	x		
35	Pierce	720	665	645	609	594	574	625	610	613	*612*	(1)	x		
38	Renville	671	656	629	624	623	577	578	575	572	*577*	5	x	x	
41	Sargent	832	813	807	798	804	799	759	740	708	*671*	(37)	x		
42	Sheridan	172	168	162	146	138	143	132	137	123	*106*	(17)	x		
43	Sioux	410	347	443	462	436	399	360	350	384	*397*	13	x		
44	Slope	28	27	28	16	13	16	16	15	21	*19*	(2)	x	x	
46	Steele	322	309	324	326	306	291	285	278	260	*242*	(18)	x		
48	Towner	466	440	413	371	353	322	297	301	281	*271*	(10)	x		
52	Wells	886	850	808	715	664	638	589	566	546	*568*	22	x		
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	*94,729*	1,014	36	17	8

[1]Frontier Counties	23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	*18,024*	(3)	36		
Non Frontier Counties	23,088	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	*76,705*	1,017	17		

[1]Counties with population density of 6 or fewer persons per square mile.

[2]Oil Producing Counties	27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	*24,866*	787	17		
Non-Oil Producing Counties	77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	*69,863*	227	36		

[2]Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing developmnet with boundaries.

[3]Largest 8 Counties	63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	*61,502*	1,109	8		
All Other Counties	41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	*33,227*	(95)	45		

[3] Counties with school district enrollment exceeding 2,000 students.

SB 2013

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1	2	3		4	5	6
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2009-11 PASS-THROUGH GRANTS APPROPRIATION (Base Budget)		2011-13 PASS-THROUGH GRANTEE REQUESTS	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	$20,000
12	Red River Writing Project	$70,000		$5,000	$0	$5,000
13	We The People Program	$18,000		$4,000	$4,000	$0
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	$90,000
15	North Central Council of School Television	$445,000		$75,000	$0	$75,000
16	North Dakota Governor's School	$410,000		$80,000	$0	$80,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	$180,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0
21	North Dakota LEAD Center	$260,000		$15,000	$0	$15,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**$465,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

For Additional Information Contact:

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Twin paths to better schools

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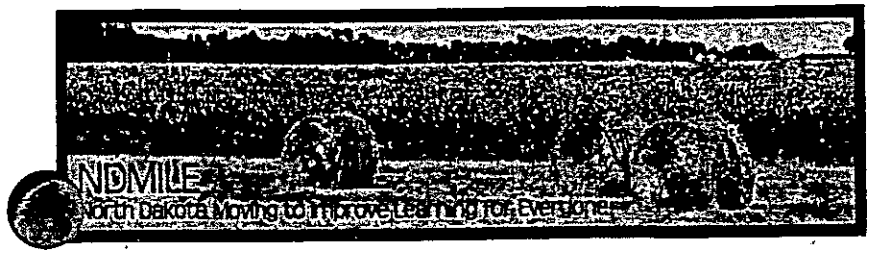

NDMILE

North Dakota
Moving to Improve Learning for Everyone

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Ave, Dept 201
Bismarck ND 58505-0440
www.dpi.state.nd.us

The ND Department of Public Instruction (DPI) initiated a project, called ND Moving to Improve Learning for Everyone (NDMILE). The 48 schools that have elected to use the NDMILE process are able to satisfy several department requirements through the use of this one efficient online tool, including the Title I Schoolwide Plan and Program Improvement Plan (both federally required), ND Professional Development Plan (state required), and the Parent Involvement Plan (optional). In the future, the NDMILE has the potential to include other federal and state department reporting requirements to make for a more unified system that includes all units in the DPI. The number of schools using the NDMILE can be increased as funds to support more schools become available.

The NDMILE is a web-based tool that guides improvement teams through a continuous cycle of assessment, planning, implementation, and progress tracking of research-based indicators. The school teams have a clear focus of their assigned responsibilities and their school reform efforts are synchronized.

Each school has a DPI contact person who offers technical assistance through the process. The DPI has also contracted with 12 regional capacity builders who are available to provide support to the NDMILE schools. To ensure success for schools, the DPI is committed to providing technical assistance and support for schools as they work on the process, which requires funding at the state level. Schools typically need more assistance from the Capacity Builders when they begin the process. In the future, regional support of the NDMILE could be effectively facilitated through the REAs.

The Department worked with the Bureau of Indian Education (BIE) w... they developed their tool, Native Star. Native Star is the comparable tool and process used by the BIE schools. The NDMILE indicators and reporting timelines are aligned with those used by the BIE schools. With both entities using similar tools this has been a precedent setting time when the state and BIE education departments are working collaboratively to reduce duplicate reporting historically required by both entities.

FEATURES OF THE NDMILE

- **Innovation.** NDMILE is a web-based framework to guide high-quality work by the school with built-in flexibility to encourage local innovation.

- **Indicator Based.** Indicators are the backbone of NDMILE. School teams assess their current position relative to each NDMILE indicator in the following categories: School Leadership and Decision Making, Curriculum Assessment and Instructional Planning, Classroom Instruction, and School and Community.

- **Research Alignment.** The Wise Ways® tool within the NDMILE links each indicator to a brief summary of related research examples and resources.

- **Capacity.** NDMILE builds the school's capacity by analyzing the effectiveness of their school improvement process.

- **Documentation.** NDMILE provides practical web-based documentation for creating agendas, recording minutes, assigning responsibilities, setting timelines, coaching, and monitoring the degree of implementation.

- **Operational Data.** NDMILE assists schools in gathering operational data including school and classroom practices that contribute to student learning. In order for student performance to improve, the classroom practices must be examined.

- **Electronic Reporting.** NDMILE allows schools to electronically submit required documents to satisfy federal and state requirements.

- **Progress Tracking.** NDMILE provides real time charts and reports that track and display the school's progress for key stakeholders at the building, district, and community levels.

- **Unique to State.** NDMILE is a unique system accessible through the Department of Public Instruction website and aligned with the existing improvement initiatives.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
by Lois Myran, Assistant Director-Professional Development
Project Director-NDMILE
701-328-2629
Department of Public Instruction

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Lois Myran and I am the Assistant Director for Professional Development and Project Director of the North Dakota Moving to Improve Learning for Everyone (NDMILE) within the Department of Public Instruction (DPI). I am here to seek funding for the department's NDMILE Project.

The ND DPI initiated a project, to access at no cost to the state, a nationally developed and federally funded research, web- based tool that we call ND Moving to Improve Learning for Everyone (NDMILE) in February 2010. Since that date, the 48 schools which have elected to use the NDMILE process are able to satisfy several Department requirements through the use of this one efficient tool, including the Title I Schoolwide Plan and Program Improvement Plan (both federally required), ND Professional Development Plan (state required), and the Parent Involvement Plan (optional). In the future, the NDMILE has the potential to include other federal and state department reporting requirements to make for a more unified system that includes all units in the DPI. The number of schools using the NDMILE can be increased as funds to support more schools become available.

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The NDMILE web-based tool guides improvement teams through a continuous cycle of assessment, planning, implementation, and progress tracking of research-based indicators. The school teams have a clear focus of their assigned responsibilities and their school reform efforts are synchronized.

Each school has a DPI contact person who offers technical assistance through the process. The DPI has also contracted with 12 regional Capacity Builders who are available to provide support to the NDMILE schools. To ensure success for schools, the DPI is committed to providing technical assistance and support for schools as they work on the process, which requires funding at the state level. Schools typically need more assistance from the Capacity Builders when they begin the process. It is anticipated that regional support of the NDMILE could be effectively facilitated through the REAs in the future.

The Department has worked with the Bureau of Indian Education (BIE) while they developed their online tool, Native Star. Native Star is the comparable tool and process used by the BIE schools. The NDMILE indicators and reporting timelines are aligned with those used by the BIE schools. With both entities using similar tools this has been a precedent-setting time when the state and BIE education departments are working collaboratively to reduce duplicate reporting historically required by both entities.

The Department is requesting $750,000 for continuing the NDMILE project so that the Department is able to offer technical assistance to schools in their improvement initiatives. All schools are welcome to use this online tool and research-based resources at no cost to the school as the web-based tool is funded through the National Center on Innovation and Improvement (CII). However, our experience in introducing this process to the 48 schools this past year is that onsite support by an experienced consultant/ Capacity Builder is critical to the success of the schools. This has also been the experience of the 15 other states who are using this process.

The request includes funding for a total of 25 Capacity Builders to be located in each of the REAs, which would allow the Department to support an additional 50 schools and Capacity Builders. The request includes funding for:

- Professional fees and expenses for the Capacity Builders as they work in the schools,
- Consultant fees and related expenses for training/professional development for the Capacity Builders, participating schools, and Department staff,
- Meeting and conference expenses for participating schools and Capacity Builders, webpage development, and professional resources related to school improvement, and

- Program management and administrative expenses related to supporting additional schools which will be using the NDMILE.

The two previous legislative sessions have provided funding to establish the foundation for schools by addressing the issues of equity and adequacy. Now the state has an opportunity to build upon this foundation to bring our schools to the next level. Funding initiatives such as the NDMILE will promote changes in ND schools, making a difference for ND students. I urge you to consider funding this NDMILE request.

This concludes my formal presentation for the NDMILE. I would, however, like you to hear success stories from two districts that currently use the NDMILE and how the process has benefitted them and brought focus to their work. Here today to share their successes is Mr. Russ Ziegler, the principal from Richardton-Taylor High School, and from Eastwood Elementary in West Fargo are Jeff Johnson, the principal, and Andree Hayes, the school improvement coach. Ms. Cindy Cook, the principal at Sunnyside Elementary in Minot was unable to be here today so she has submitted a written testimony. At the conclusion of their presentations, we will be available to answer any questions you may have.

TESTIMONY ON SB #2013
SENATE APPROPRIATIONS COMMITTEE
By Russ Ziegler, Secondary Principal Richardton-Taylor High School
701-974-2111

Mr. Chairman and members of the Senate Appropriation Committee:

My name is Russell Ziegler and I am the secondary principal at Richardton-Taylor High School in Richardton. I am here to give testimony in favor of funding for the North Dakota Moving to Improve Learning for Everyone (NDMILE) project.

In August of 2010 a team of teachers from Taylor-Richardton Elementary School and Richardton-Taylor High School along with the elementary principal, Mrs. Janine Olson, and I attended a workshop for the NDMILE. From that moment on I have been sold on the project.

The element that caught my attention first at the workshop was how this project has the ability to fulfill some of the requirement set by the North Dakota Department of Instruction, such as: Title 1 Schoolwide Plan, Program Improvement plan, and the ND Professional Development Plan. To us in the trenches, it is a wonderful idea to have one location for this information instead of filling out multiple forms with the same information on them sent to different departments within DPI.

The main reason I am here to support the NDMILE project is because of the benefits we have seen at our school with the short time we have been using the program. The first task that schools have to complete is a series of assessments that are meant to put our priorities in perspective. As it was explained to us in the workshop, it will be like holding a mirror up to your face and pointing out all of the shortcomings and also the positives in a non-threatening way. These assessments are on research-based indicators on various aspects of the school from Leadership, Curriculum, and Learning, to Parent Involvement. These assessments have proven themselves to be critical to our school. Working on them as a team has improved teacher support and backing for various initiatives that would have been dictated from above with little or no buy-in otherwise.

The documentation that is provided with the NDMILE is also necessary for our school. This program will create agendas, record minutes, setting responsibilities, timelines, etc. This information is used by our school to keep us on track and also for our capacity builder to help us with this endeavor.

That is another plus with this project, the support that is given through DPI and also the capacity builder. The capacity builder for Richardton-Taylor High School and also for Taylor-Richardton Elementary is Mr. Buster Langowski from Hazen. He has been instrumental in helping us stay on track and giving us

guidance. This project would not have such a positive change on schools without the guidance of the capacity builder.

In closing I would again give my support for funding of the North Dakota Moving to Improve Learning for Everyone Project presented by the North Dakota Department of Public Instruction.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
by Jeff Johnson, Principal Eastwood Elementary &
Andree Hayes, Eastwood School Improvement Coach/Instructor
701-356-2030
Eastwood Elementary School, West Fargo

Mr. Chairman and members of the Senate Appropriations Committee:

My name is Jeff Johnson and I am principal at Eastwood Elementary School in West Fargo. Joining me today is our Eastwood Elementary School Improvement Coach, Andree Hayes. We are here today to share our successes with NDMILE and speak in favor of the NDMILE Project.

Eastwood Elementary School has been working these past four years on school improvement initiatives aimed at improving academic achievement to meet Adequate Yearly Progress (AYP) requirements. To understand the importance of how NDMILE has helped us with school improvement, please allow me to quickly share about the demographic make-up of our facility. We are a diverse school that houses 463 children. Over 20 different home languages are spoken by children that attend Eastwood. We have the highest ELL population out of all the elementary schools in West Fargo with 17.3 % (80 children) that are receiving daily ELL programming and 15.3% (71 children) are considered refugee status. Our current poverty level is 43% and we have a high mobility rate with over 140 children moving in and out of our school each year.

The demographic information highlights the challenges and opportunities that our faculty faces at our school and the importance of implementing high quality school improvement initiatives that will help our children move towards proficient academic learning levels. We researched as a staff the best methods available to help us increase school improvement initiatives, and we unanimously selected the NDMILE project as the tool we wanted to use to help guide us towards setting and implementing positive goals at our school. We are also moving towards Schoolwide Title and NDMILE has been instrumental in helping us look at how our school functions in the areas of school leadership/decision making, curriculum/assessment/ instructional planning, classroom instruction, and school community. NDMILE is a systematic approach to helping build a unified school leadership team that works effectively with all stakeholders to bring about positive change and help focus on areas that will yield positive results for school improvement. Prior to NDMILE, we were reviewing data and trying to hit upon what we thought were goals that would help our school. The difficult part was that not everyone agreed on the same goals, the methods to review data, and the time needed to consistently review progress. NDMILE has helped us follow a well-designed improvement process that allows all stakeholders a voice at the table, a timeline with help from our Capacity Builder to keep us focused, the ability to share and help decide the design and implementation

of the best growth plans in each category, and a continuous cycle to review, change and update plans as we succeed with implementation.

The process has been organized and structured. Without NDMILE, I do not know how we would have accomplished thus far what we have completed. The support from our Capacity Builder, Department of Public Instruction, and our sister school in West Fargo (Berger Elementary) has allowed us to successfully utilize NDMILE in order to focus and work together on the best strategies to help our school meet the needs of our children with extended day programming, successful implementation of grants that have allowed us to increase training and programs for staff, establishing a positive culture of change, and dive deeper into data to drive instruction and meet 21st Century skills. I would like to introduce my School Improvement Coach, Andree Hayes, to briefly share with you the specifics of how NDMILE operates at our facility and where we are at in regards to current successes.

Start here. Mr. Chairman and members of the Senate Appropriations Committee, my name is Andree Hayes and I am Eastwood School's Improvement Coach. Today, I would like to share with you specifically how we use the NDMILE tool at Eastwood Elementary, how the NDMILE tool has assisted us towards school improvement and schoolwide reform initiatives, and I would also like to tell you about some of the successes that have occurred because of NDMILE.

The NDMILE tool has caused Eastwood Elementary to set up a Leadership Team that meets weekly. This team of ten people consists of the principal, me, and one teacher represented from each grade level and department. This Leadership Team is the core group that studies and researches school improvement and schoolwide reform practices. The NDMILE tool provides research-based material called the Wise Ways®. The Wise Ways has given us easy access to important information that is necessary for school improvement. It has also saved us time, since the research has already been done for us. The Leadership Team is expected to read the Wise Ways before meetings as indicated, and we discuss as a team if what we are doing at Eastwood is meeting school improvement expectations. If we are not meeting expectations in a certain area, we are able to prioritize indicators of improvement with the NDMILE tool and set very specific, time-oriented goals. All of our information and plans towards school improvement is stored and well-organized on NDMILE. Since NDMILE is a continuous assessment process, we are able to reassess and reevaluate Eastwood's progress year after year and continually plan to make changes as needed for the improvement of education for all students at our school. Improving education for all students is truly our focus and goal.

Through the NDMILE tool, we have moved towards school improvement and schoolwide reform initiatives. We have written eight plans of improvement thus far that focus on School Leadership and Decision Making. This month we will be

writing 12 more plans of improvement that focus on Curriculum, Assessment, Instructional Planning, and School and Community Involvement. By the end of May 2011, we will complete 13 additional plans that focus on Classroom Instruction. Collectively, by the end of May 2011, we will have a total of 33 educational reform plans that are in process. We are able to do all of this because of the NDMILE tool; it has given us clear direction on research-based indicators of successful schools; we are able to evaluate ourselves at Eastwood Elementary and decide how we will improve education for our students. Our Leadership Team has also conducted a Comprehensive Needs Assessment which caused us to look at four types of data: demographic, academic, perception, and program. After cross-examining our data, we were able to pinpoint our three main schoolwide improvement goals: Reading, Mathematics, and Parent Involvement. We have established three book study teams/personal learning communities to research each of our goals; every teacher at Eastwood is involved in this process. We have also set up four schoolwide visits across the state; we are visiting schools that have moved towards the school improvement process and schoolwide reform; approximately 35 individuals from Eastwood will partake in the visits.

The NDMILE tool has proved to be a success to us at Eastwood. It has truly benefited us and brought focus to our efforts of school improvement. Through this tool, we have created an organized Leadership Team that serves as a conduit of

communication to the faculty and staff; we have really rallied together to improve the education for all our Eastwood Eagles. This tool has caused our Leadership Team to regularly look at school performance data and make decisions about school improvement and professional development needs. Through this tool, we were able to secure funding to plan for instructional grade-level teams to meet two times this year for a half day. The purpose of this time is for teams to focus on developing and refining units of instruction and reviewing student learning data. The NDMILE tool has caused us to set clear goals (short term and long term) and it has caused us to define our roles in meeting those goals. Through this tool, Eastwood Elementary has developed personal learning communities that include all teachers. This enables Eastwood to receive ongoing professional development that is geared at the specific needs of our school.

The NDMILE has truly benefited Eastwood Elementary significantly, and the assistance we have received from our Capacity Builder and the Department of Public Instruction is appreciated. Thank you for your time.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
by Cindy Cook, Principal, Sunnyside Elementary, Minot
701-857-4690

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Cindy Cook and I am the principal at Sunnyside Elementary School in Minot. I am submitting this written testimony in favor of seeking funding for the NDMILE Project.

Sunnyside Elementary currently has a student population of 242 students, in Kindergarten through Grade Five with a diverse population in ethnicity, economics, and academics. There are many challenges to improving student achievement in reading and math which include a high poverty rate (68%) and a high transient rate (38%).

Sunnyside has not made Adaquate Yearly Progress (AYP) for the past four years. Schools that do not meet AYP standards are required to write a comprehensive School Improvement Plan to address student needs. This plan must include needs assessments, data review and development of instructional plans in reading and math. Sunnyside also elected to apply for Title I Schoolwide status. This allows all Title I staff to work with all students. Planning for Schoolwide Title I status is an in depth process that includes ten major components. NDMILE provided a structured, comprehensive method to address both the School Improvement and the Schoolwide Plans.

20

Sunnyside Elementary is a member of the NDMILE January 2010 cohort. Sunnyside School elected to use the NDMILE process to meet the North Dakota Department of Public Instruction requirements for the Title I Schoolwide Plan, the Program Improvement Plan, and the Parent Involvement Plan. NDMILE is actively guiding the school improvement process and teams through a continuous cycle of assessments, planning, implementation, and progress monitoring through the use of research-based indicators and research.

Sunnyside has four core teams involved in the review of the NDMILE indicators: Response to Intervention (RTI) , Title I Schoolwide, Professional Learning Communities (PLC), and School Improvement. Each team consists of three to five members who meet twice a month to review assigned indicators, document evidence of completion, and create plans for indicators that are not fully implemented. The NDMILE leadership team meets twice monthly to review the individual team reports and to reach consensus on indicator ratings and improvement plans.

Involvement with the NDMILE has enabled all staff to review current research, discuss math and reading instruction, and implement new strategies in the classroom.

Thirteen classroom teachers, twelve support teachers and nine paraprofessionals have actively read and discussed research provided by NDMILE

Wise Ways®. Teachers have reviewed student data and used that information to develop new instructional practices based on needs. Teachers have also watched videos created by Indistar/NDMILE that demonstrate best instructional practices.

In April 2010, Minot Public School (MPS) District received district accreditation status from NCA AdvancEd. The district's strategic plan utilized the Balanced Scorecard philosophy to identify key objectives and performance measures. This process has been coupled with the PLCs philosophy. Each individual school was then required to develop a plan, which reflected the PLC philosophy, but was also aligned to the Minot Public School District Balanced Scorecard Strategy Map. Sunnyside School chose to use the NDMILE indicators to assist in creating the school's strategic plan.

Staff selected enhancing student engagement, improving curricular performance and enhancing student support systems as the three primary areas of focus. These align with the NDMILE, State Title I requirements, MPS Balanced Scorecard and the Professional Learning Communities philosophy. By aligning and integrating the planning and reporting process, Sunnyside has become more efficient in meeting State DPI requirements and developing and implementing high quality instruction for all students. The student math and reading scores continue to improve based on state and standards-based assessments.

Based on the benefits that Sunnside Elementary has experienced by using the NDMILE, I encourage you to approve funding for this worthwhile school improvement initiative. Thank you for your time in reading this document and consideration of the funding request.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
By Lois Myran, Assistant Director-Professional Development
Project Director-NDMILE
701-328-2629
Department of Public Instruction

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Lois Myran and I am the Assistant Director for Professional Development and project director of the North Dakota Moving to Improve Learning for Everyone (NDMILE). The Department of Public Instruction (DPI) is seeking funding for the ND Professional Development Model that the Department would like to initiate on behalf of the schools and educators in North Dakota.

During the 2009 legislative session HB 1400 Section13, Chapter 15.1-18.2 appropriated funds for a 1.0 FTE for professional development assistant director and a .50 FTE for an administrative assistant for that position. The legislation also required the Superintendent of Public Instruction appoint a professional development advisory committee representing teachers, administrators, ND professional organizations, and universities in North Dakota. No appropriation was included for committee expenses or for any professional development initiatives.

Since the closing of the last session, the committee developed several documents to carry out the intent of the bill. The North Dakota Professional Development Advisory Committee (NDPDAC):

2/

- Conducted a baseline survey on the status of professional development in ND districts.
- Created a draft of ND Professional Teacher Standards.
- Developed a ND Professional Development website. http://blogs.edutech.nodak.edu/professionaldevelopmentnd/
- Designed an on-line professional development plan template for districts to use which is aligned to the school improvement goals of each district and to the national Learning Forward Professional Development standards.
- Conducted an on-line review and provided feedback for the 189 district professional development plans that were submitted using the new on-line template.

The committee analyzed the professional development surveys and plans and the evaluations from ND Curriculum Initiative educator training on the standards-based teaching and learning process. In addition, the committee discussed the training needs of educators that will arise as North Dakota and many other states are in the process of adopting the Common Core/ND Revised Standards and re-designed assessments. The NDPDAC believes the timing is right to provide ND educators with training opportunities around the new standards and assessments. As a next step, the committee developed a ND Professional Development Model that can be customized

at the district level. I will briefly describe the rationale, design, content and budget request to implement the ND Model for Professional Development.

ND Model for Professional Development

Rationale:

Research shows that teacher quality is the single most powerful influence on student achievement, and yet teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world's high-achieving nations. In order for our students in ND to succeed, teachers must also be supported to succeed. The research of Linda Darling-Hammond and other researchers indicates that professional development must be intensive, sustained, connected to practice, focused on content standards, well-defined, and strongly implemented. Their studies also indicate that when high quality professional development approaches provide teachers with 50 or more hours per year, student test scores rise by an average of 21 percentage points.

Design:

The NDPDAC recommends a regional approach to the delivery of professional development based upon research-based best practices. This approach includes:

1) Consultants with experience and expertise in the area of designing and delivering professional development based on effective best practices.

2) A framework for professional development in new Common Core/ND Revised Standards and re-designed assessments that can be customized at the district level.

3) Development of district facilitators who are knowledgeable in effective best practices and will assist in sustaining changes in practice at the district and school level.

Content:

Consultants would work regionally through the REAs to prepare facilitators within regions to enhance their knowledge and skills in implementing the Common Core/ND Revised Standards and re-designed assessments. The trained facilitators would assist educators in implementing best practices. The content of the sessions to train the facilitators would include:

1) Why schools must change to address the needs of 21st Century learners and what skills ND students must acquire to compete in a global market and be players in the continued economic development of ND.

2) What are the components of Common Core/ND Revised State standards-based education and the teaching/learning cycle?

3) What are research-based best practices and effective instructional strategies that engage students and assist teachers in implementing Common Core/ND Revised State standards, and are relevant to real world applications?

4) What are effective assessment practices and how will the new re-designed assessments impact those practices, improve instruction and student achievement?
5) What are strategies in effective practices around intervention for students who need extensions or remediation?
6) What is the role of feedback, grading, and reporting in a standards-based classroom?
7) How can facilitators customize the framework for Common Core/ND Revised State standards and re-designed assessment practices for the needs of local districts?
8) Consultants will also provide training on teacher and leader evaluation systems and instruments, as well as training on professional development practices to support leaders in identifying effective teaching behaviors when observing teachers using standards-based best practices with 21st Century digital learners.

The Department of Public Instruction and the NDPDAC are asking for $878,000 for the biennium to design and deliver the ND Professional Development Model. The budget includes per year:

- $265,000 for consultant fees and expenses to conduct approximately 32 two day sessions delivered regionally within the REAs.

- $117,470 for stipends, meals, mileage, and substitutes expenses for developing facilitators for each region. Some matching funds would be required by participating districts.
- $56,530 for operational expenses including materials, printing, facilities, and external evaluation of the project and further development of the ND Professional Development webpage.

The last legislative session allocated resources to research professional development practices in ND. We have done that. Based on our analysis we know schools are ready and waiting for training on best practices on the Common Core/ND Revised Standards. As Governor Dalrymple indicated in his 2011 State of the State Address, "We must finish the job of adequacy and move to the great challenge of improving the quality of instruction in our schools. We all know there are many great teachers in our schools. But what would it be like if all of our teachers could learn to become great teachers?" Funding the ND Professional Development Model is an opportunity to make this happen in ND for our teachers and students.

The Department of Public Instruction, the ND Professional Development Committee and I are excited about the possibilities embedded in this endeavor; we urge your support. The future of our students, educators and state depend upon it.

This concludes my formal presentation for the ND Professional Development Model. I would like to introduce two ND principals who have had the opportunity for school teams to participate in the pilot project of this model and share their experiences as well as the impact it has had on their staff and school. They are Ms. Jean Schafer, Principal, Ft. Lincoln Elementary School in Mandan, and Mr. Buster Langowski, Principal, Hazen Elementary School in Hazen.

At the conclusion of their presentations, we will be available to answer any of your questions. Thank you for your time and consideration of this request.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
By Jean Schafer, Principal, Fort Lincoln Elementary School
701-663-0922
Mandan Public Schools

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Jean Schafer and I am the principal at Fort Lincoln Elementary School in Mandan, North Dakota. I am here to request support for the ND Model for Professional Development. During the winter of 2010, three of my teachers and I began attending the current professional development program through the North Dakota Curriculum Initiative (NDCI). These teachers were very inspired by this professional development, and soon other teachers were joining in as participants. Seventeen of my certified teaching staff and I have participated in the professional development through the NDCI. This growth in participation was all voluntary; more and more teachers have requested to attend based on the positive feedback from other teachers who have attended, reporting this is the most beneficial, impactful professional development available.

As an administrator always looking for high-quality, fiscally responsible professional development, I have found this to be a dream come true. The teachers are not only highly engaged, but they return to school and immediately began putting to use their learning on the practices presented.

22

The professional development helps teachers fine tune their practices on what is most important: 1) Teaching our ND State Standards and Benchmarks with a conscious eye on the new Common Core Standards; 2) Utilizing best instructional strategies and practices where students gain in-depth knowledge in essential learnings through active student inquiry and student research; 3) Teachers teaming to discuss student learning, and revising and improving instruction based on ongoing formative assessment; and 4) School teams working to support students who continue to lag behind, or provide enrichment for those who excel beyond their peer group.

Most teachers have some training and knowledge on some or all of these practices. What has often been difficult is putting all the pieces in place with school teams. My teachers are invigorated by these practices as we are now moving forward together, on the same page, with a clear, common focus. Although we always work to achieve the highest assessment scores possible with our students, we have now refocused these efforts with our students as 21st Century learners.

It will not be a very valuable, transferrable skill for our youth to be able to answer questions at the end of the chapter, compared to depth of learning on the same topic, brought about by cooperative project work which is then presented by students to their peers. I have seen this demonstrated time after time with the students and teachers who have become actively involved with this Model. They (both students and teachers) now eagerly invite me to come to their rooms to see their learning. What is

remarkably different now is the dialog and sharing that students use to explain their learning. As an example, in the past I was shown salt relief maps of ND, with little or no explanation. Now I am shown a variety of creative products with in-depth explanation on "the waterways of ND." Students are not only eager to share their learning, but they are listening to and supporting each other's learning. These are the skills our students are practicing and utilizing today, which will make them excellent employees in tomorrow's workforce.

Kindergarten and first grade students can discuss with me the learning objectives their teacher has posted; there is no "mystery learning" here. Students are clear on what they should be learning and are, therefore, more engaged. In turn, they become more excited at understanding their accomplishments and success.

I have been involved in much good educational professional development as a teacher and administrator for the past 30 years. I believe the ND Model offers some the best, most comprehensive professional development I have ever participated in. Continuing this professional development will provide the opportunity for advancement for this excellent Model for teaching and learning throughout North Dakota.

What every teacher wants is to be the best teacher they can be, and to have all their students successful, and well prepared for advancement. I believe the proposed

ND Model for Professional Development provides the tools for teachers to best serve students and make these dreams reality.

As an elementary principal, I ask you to fund the ND Professional Development Model that offers quality, comprehensive professional development for our teachers and students in ND.

Thank you for your time and considering this request.

TESTIMONY ON (SB #2013)
SENATE APPROPRIATIONS COMMITTEE
January 10, 2011
By Buster Langowski, Hazen Elementary School Principal
701-748-6120
Hazen Public School

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Buster Langowski and I am the elementary principal in Hazen. I am here to speak in support of the proposal presented by Lois Myran, assistant director of professional development from the Department of Public Instruction. A team of four elementary teachers and I were afforded the privilege of attending five regional workshops which dealt with just the kinds of issues that Ms. Myran alluded that schools need to begin preparing for in the not-so-distant future. In fact, the content and materials were so powerful in the various sessions that when I learned a second round of these opportunities would became available this year, I immediately recruited a new elementary team of teachers to attend this year's workshops – in fact, the size of our Hazen team has grown this year in that we now have all three of our school buildings now represented at the workshops.

Even though my original team attended almost all of the workshops in year one, we did not feel comfortable going back to our school and leading the rest of our staff through an in depth study of the materials, even though we did feel comfortable sharing a number of highlights from the various sessions. That is again happening this

year, but without the proper training we are of the opinion that we would not do justice to all of the materials.

All of the people who have attended these workshops have spoken highly of the presenters in that they were impressed with the materials, and they liked how the workshops were scheduled with breaks in between the various sessions so they could go back to their schools and work on some of the concepts they were exposed to. This provided them with the opportunity to put into practice what they learned.

This was a very good start for those who were afforded the opportunity to attend the workshops; however, what happens with the rest of the staff who are not able to attend? In order for this to be effective, someone needs to become better trained in the use of the modules – a so-called semi-local expert or consultant - who could go into the schools and lead like seminars for a whole staff.

The question then becomes how and what needs to happen so we can provide opportunities such as these for a larger number of our teachers across the state? I'm of the opinion that a train-the-trainer model that Ms. Myran alluded to in her testimony is a partial answer to this bigger question. The quality of professional development that is offered to the teachers of the state of North Dakota varies a great deal from school district to school district.

It has been my personal experience that, having worked in what I would consider a small district (450 students) to a medium sized district (1000 students) and a

large district (2500 students), the quality of professional development increases exponentially given the size of the district. Shouldn't the teachers from small districts in the state be afforded the same opportunities as our larger districts regarding the quality of professional development they receive?

I believe that we do have a mechanism in the state that would help with this task. We already have eight designated Rural Education Associations (REAs) in the state that could help facilitate these regional professional development opportunities. Coupling this with the concept of getting a train-the-trainer module – consultant of sorts – in place will only enhance the opportunities provided to all of our teachers across the state.

In summary, if we want our students to be competitive in a global society and we want to address the needs of the 21st Century learner, then we need to first get our teachers up to speed on what that means. We need to provide them with the knowledge and know how as to what it is they will need to know in order to accomplish such tasks. I have already asked my staff to begin some exploratory work on the new Common Core standards that the state has already committed to. In addition, we have begun discussions about the need to re-design assessments that can be customized to our district needs. Needless to say, we have more work to do! Presently, I'm viewed as their local expert/consultant; however, as I alluded to earlier, I do not feel that I possess the in depth knowledge that is necessary to take my staff and

our school to the highest level possible. More training and time allotted for such an assignment would certainly keep us moving in the right direction.

For us (Hazen staff) to take advantage of the regional workshop format that has occurred in the Bismarck area has been outstanding. After all, we're merely 75 miles from Bismarck and it has worked well for us. This is a concept that I feel could work really well across the state in the future, especially if we develop some our own homegrown talent and share this talent with our so-called neighbors in the educational arena. Therefore, I would encourage your fullest consideration of the proposal presented by Ms. Myran. Thank you.

SB 2013 TESTIMONY
Senate Appropriations Committee
January 10, 2011
Valerie Fischer, Director of Adult Education
328.4138
Department of Public Instruction

Chairman Holmberg and members of the Senate Appropriations Committee - I'm Valerie Fischer, Director of Adult Education and Director of School Health for the Department of Public Instruction. I am here to provide information regarding the Department's budget request of an additional $1,800,000 in funding for Adult Education, to be granted to the 17 local Adult Learning Centers, for the 2011 – 2013 biennium.

Last session, Adult Education received a biennial increase in state funding of $795,000. Two weeks following session, our annual federal allocation was cut by almost $200,000 to just $1,000,000, resulting in a $400,000 loss.

We continue to serve approximately 2400 students per year; our success rate for a very voluntary audience has been exemplary – 72% received their GED; 70% enrolled in post secondary programs; 65% secured employment; 72% retained /improved their employment; and 85% increased skill levels (duplicated counts). Remember, the GED is a stringent series of five (5) content exams that 40% of high school seniors nationally cannot pass on the first attempt. North Dakota is nationally ranked in the top five states for adult education performance – a ranking we've worked hard to earn and one we intend to keep. But we need your help. There is not a sufficient stream of funding to cover the cost of adult education in North Dakota. We must rely on a greater base of state funding other than federal dollars which continue to diminish. The tremendous obligation we have to educate and provide high school equivalent skills to this population is the responsibility of the state.

Additional state funding will be used specifically to

- address the critical needs of waiting lists for students to receive services; never should any student, regardless of age or circumstance, have to wait to receive a public education;
- meet the increased demands for one-on-one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction;

24

- offer flexible schedules to best meet the needs of students who typically cannot attend classes between 8 am and 5 pm. The Centers want to accommodate students who are employed, have family responsibilities and other commitments by providing flexible scheduling. At this time, most Centers cannot afford to offer classes on Friday, evenings or Saturday; no summer schedules are offered; and many Centers lack funding to provide services through the standard school year. This past summer, our closed doors prohibited over **400** students from registering for and receiving services.

The second component of the appropriation request will allow DPI to develop satellite centers in geographic areas of need. Students travel considerable distances to receive services and issues of child care, travel options and expenses, work and family schedules are often complications. Our plan includes collaboration with school districts to provide additional sites where rural services are not available. Communities such as Garrison, Linton, Hettinger, and Bottineau have expressed interest and need in operating as a satellite center. If we can fund 12-18 satellite centers, we have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere, resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 17 ALC's is necessary.

North Dakota's adult New American population and the number accessing the adult education system have doubled since 2007; 661 adults over the age of 18 relocated to North Dakota. As a result of their inability to speak English and their desire to become US citizens, they generally all seek ALC services. While this group previously resided for several months in transitional centers on the east and west coasts prior to final placement, this is no longer the case. Coming directly from their country of origin to North Dakota, they lack basic English skills, conversational and survival skills and job-readiness skills. This past year saw family clusters settling in rural communities in addition to the traditional metro areas to meet the state's

employment needs. The attention required to address these unique needs significantly increases instructional time and often requires one-on-one instruction.

This year, North Dakota will spend $9817 on each school age student – a raise from $8937 last year; but only $1029 on each individual without a high school diploma. These statistics speak for themselves to demonstrate the inequity in funding to educate students under 21 that by law are entitled to a free education, even though they may have chosen to leave high school before graduating. Of the 2400 students served last year, 76.1% were under the age of 24; 60% were under the age of 21. Our success rate demonstrates our commitment to education and our knowledge of what the adult learner needs. Adult education has earned respect in the work arena and serves as a viable and strong partner in workforce development, post secondary attainment and personal commitment. Having proven our academic standing, it's only reasonable that we are entitled equal opportunity and access to funding.

What does it take to be a literate citizen and get a good job – the kind that pays enough to support a family? Once, the answer might have been little more than a strong back and a strong work ethic. Today, however, the American economy has changed. High school dropouts who once could earn enough for a middle-class life now find themselves trapped in poverty. To preserve its economic competitiveness and ensure good lives for its citizens, the US and ND need to focus on an urgent new mission: re-orientating government, business and education around the task of providing education and training to a new kind of student – the adult learner. In the State of the State address just last week, Governor Dalrymple supported a strong economic focus and positioning ND residents to assume workforce demands. Our purpose is strategically a wise investment in the education and workforce of our state and echo's the Governor's strong message and assuring his vision. Additionally, the North Dakota Workforce Development Council, comprised of 24 appointed members, including private business, community based groups, and partnering state agencies, advise Governor Dalrymple and the public concerning the nature and extent of workforce and economic development needs in North Dakota and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education.

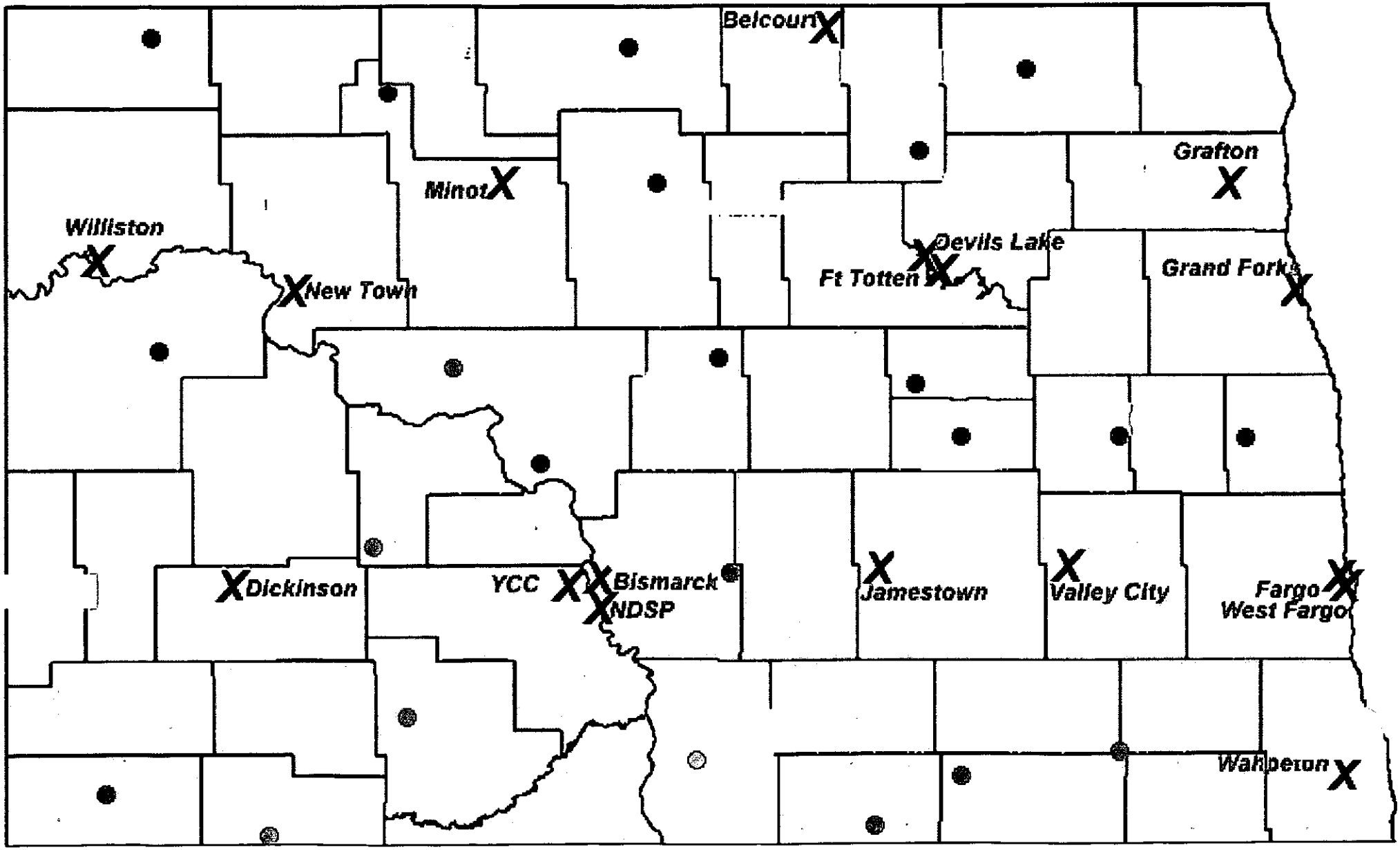
Additionally, the number of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Service) often have time sensitive plans for remedial education and GED services. These partners rely exclusively on the ALC's to provide this unique service to their recipients. If TANF and Vocational Rehabilitation clients are not educated, they assume their position on the payrolls of the federal and state government; if injured workers are not able to return to work or be retrained, they assume their position on the payroll of WSI; if the unemployed are not given the opportunity to obtain their GED and increase their skills, they too assume their position on the payroll of Job Service. You easily see the pattern –for these audiences, adult education is the gateway between stagnancy and success, between being lifelong program recipients and contributing tax-payers who enjoy the benefits of employment and personal gain. If there were no adult education programs, these systems would quickly become over burdened. Adult Education has become the best ticket in town according to our collaborative state and local partners.

As a state, we have just over 672,000 folks – we are a small state or a large community whichever way you prefer to think of it. According to the 2009 GED statistical report, ND has just over **70,000** residents who do not have a GED or high school diploma (approximately 900 drop out of school annually). During 2009, we served just fewer than 3% or 2400 individuals. Our goal would be to increase that to 5% within 2 years and eventually have the infrastructure and capacity to serve a mere 10% or 7200 students annually.

What we do makes a difference. Our students go on to college. Our students obtain jobs they really want. They often get promoted and keep their jobs. They become independent of the social systems that taxpayers support. Many become citizens and learn our language. But most importantly, they become empowered by education. Adult education is a good investment for North Dakota. You'll see immediate returns and long term dividends.

This concludes my testimony. I'm available to take any questions the Committee may have for me. If not, thank you for your time and support.

ND Adult Learning Centers



SB 2013
DPI Budget
Adult Education request

$1.800.000

Staff for 17 Adult Learning Center sites **$922,000.**

The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. The numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. Lastly, the increase need for specialized ESL instruction is critical for New Americans.
*This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that **all** (potentially **2400**) students served have an appropriate plan and that students who previously received/required special education and have ELS needs will have access to the same services.*

Satellite centers (12-17) **$91,200.**

During the 2011 – 2012 school year, ALC's will partner with school districts to open 12 -17 additional part time, year round centers where no services currently exist, utilizing existing school facilities and contract with retired educators.
*During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated **900** students currently living in rural areas, alleviating the need and expense to travel for services.*

Summer programs for 17 ALC's **$152,000.**

Lastly, additional funding is warranted to allow the ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand.
*During the 2009-2010 program year, it is estimated by Center Directors that 400 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to **400**.*

Infrastructure PD & maintenance **$634,800.**
Data collection system upgrade, training and maintenance

The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings.
The existing statewide data collection system is 11 years old and no longer meeting federal compliance; updating the system is required. Staff professional development staff will be necessary to comply with federal law changes and the new GED series implementation.

North Dakota University System

SB 2013 – Adult Education Resources

Senate Appropriations

January 10, 2011

Michel Hillman

Mister Chairman, members of the Senate Appropriations Committee. Good morning. For the record, my name is Michel Hillman, Vice Chancellor for Academic and Student Affairs, North Dakota University System. I am here at the request of the Chancellor Goetz in support of Higher Education Interpreter Grant Program found on Page 2, Line 31 and Page 7, starting at Line 17 in SB 2013. The Higher Education Interpreter Grant Program provides resources to NDUS institutions for the extra-ordinary costs of providing interpreter and real-time captioning services for students who are deaf or hard of hearing.

In recent years there has been an increase in deaf/hard of hearing students enrolling in post-secondary education. We are required and committed to provide reasonable accommodations for students with disabilities. Providing services to deaf students is very "skilled labor" intensive and is very expensive. The number of deaf/hard of hearing students on a campus can vary significantly year to year, making it very difficult to budget. This is particularly challenging for smaller institutions without much budget flexibility. The establishment of a pool of funds at North Dakota School for the Deaf is an efficient way to address the needs of deaf and hard of hearing students attending NDUs institutions and has resulted in more seamless services to students by helping to address the resource challenges NDUS institutions face in serving students with disabilities.

In summary, the new program worked well.

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TESTIMONY on SB 2013
ND Senate Appropriations Committee
G. David Massey
Assistant State Superintendent & Director of Adult Education (Retired)

Mr. Chairman and member of the Senate Appropriation Committee - my name is David Massey, Former Assistant State Superintendent & Director of Adult Education for the Department of Public Instruction. I am appearing before you in support of the Adult Education funding line item in the DPI budget proposal. I believe additional funding is merited for this program. Here are some compelling reasons why it deserves your support.

1. Adult Education programs have a proven record of success for over 40 year.
2. These programs have provided a second chance for over 60,000- 80,000 North Dakotans; a chance to be employed, enter a college and for many to receive additional training.
3. It has provided an opportunity for many to enter the Armed Services.
4. Above all Adult Education has saved the State money.

I am sure you have seen the recent headlines in the papers "1 in 4 cannot pass the Armed Services Exam". Unfortunately, the headlines never point out how many actually do pass the exam and how they prepared for it. I don't know why people do not follow the traditional path to complete their high school education but instead complete their GED with the help of the Adult Education programs. But I do know of three soldiers who just returned from training and active duty after serving in Iraq and Afghanistan. I don't know what would have happened to these three soldiers had they not had the opportunity to earn their GED, enter the service and proudly defend our freedom. I would call that a success. I cannot tell you how many, over the years have earned their GED and entered the Service. However, I do know that when I was with the Department the recruiters were constantly in my office to obtain the paperwork for their GED clients.

And now the cost savings part. My research shows that there is a direct link between illiteracy and adjudication. Nationally, 40- 60 % of those in prisons are illiterate or lack a high school diploma. The cost of housing a person in the prison, on the average, is $27,000/ year. At that rate housing **one person in prison for 10 years means spending $270,000**.

If we can help an individual become literate, get a GED, get a job, get further training, get into college or help them get into the armed services, and keep them out of prison for less than $2000/ year, wouldn't that be better investment and save money in the long run? I think so and I hope you do to.

Considering the cost savings and producing productive citizens, the best deal is full-funding for Adult Education!

Testimony on SB 2013
Senate Appropriations Committee
January 10, 2011

By Steve Snow, Director of Management Information Systems

701-328-2189
Department of Public Instruction

- STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data.

  Based on the previous biennium, we estimate this will total **$384K**.

- STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including the common assessments used by the districts, ACT and WorkKeys results and granular course data.

  Based on the previous biennium, we estimate this will total **$200K**.

- In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored.

  Based on the previous biennium, we estimate this will total **$114K**.

- We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations.

  Based on the previous biennium, we estimate this will total **$180K**.

Mandate	Data Requirement	Source	Notes
COMPETES ACT Sec 6401 (e)(2)(D)(i)(I)	Unique student identifier (PK-12 + Postsecondary)	STARS (for PK-12)	System modifications needed to automatically move the state student ID back into PowerSchool Request into Pearson to allow "pop-up" window in PowerSchool to resolve possible matches
COMPETES ACT Sec 6401 (e)(2)(D)(i)(II)	Student level enrollment, demographic and program participation information (PK-12 + Postsecondary)	SLDS: K12 Domain + STARS (for PK-12)	System modifications needed to automate the extraction of program participation data from PowerSchool
COMPETES ACT Sec 6401 (e)(2)(D)(i)(III)	Student level exit, transfers, dropout, or completes P-16 education program (PK-12 + Postsecondary)	SLDS: K12 Domain + STARS (for PK-12)	Finding data anomalies between what is extracted from PowerSchool and what is submitted to STARS Possible system modifications to automate the extraction of exit data from PowerSchool
COMPETES ACT Sec 6401 (e)(2)(D)(i)(IV)	Ability to communicate with postsecondary data systems (PK-12 + Postsecondary)		Current process requires many manual steps and batch file matches System modifications needed to increase accuracy and decrease time needed to complete process
COMPETES ACT Sec 6401 (e)(2)(D)(i)(V)	State data audit system assessing data quality, validity, and reliability (PK-12 + Postsecondary)	SLDS: K12 Domain + STARS (for PK-12)	Each system has data validations Need reports to data stewards showing irregularities in data
COMPETES ACT Sec 6401 (e)(2)(D)(ii)(I)	Yearly individual student test records (PK-12)	STARS (for PK-12)	NDSA test results
COMPETES ACT Sec 6401 (e)(2)(D)(ii)(II)	Information on students not tested by grade and by subject (PK-12)	STARS (for PK-12)	System modifications needed to automate the extraction to increase accuracy and decrease processing time
COMPETES ACT Sec 6401 (e)(2)(D)(ii)(III)	Teacher identifier with ability to match teachers to students (PK-12)	ndTEACH + STARS (for PK-12)	Use teacher license number License number being loaded into PowerSchool (for student/course linkage) Work needed on new system to push teacher data to SLDS and stakeholders

COMPETES ACT Sec 6401 (e)(2)(D)(ii)(IV)	Student level transcript information to include courses completed and grades earned (PK-12)	SLDS: K12 Domain	Working extracting from PowerSchool (student transcript committee) Received a system from LA, work needed to modify system for ND Possible links to DoH for immunization records Transcript data will also be used for state scholarship requirements
COMPETES ACT Sec 6401 (e)(2)(D)(ii)(V)	Student level college readiness test scores (PK-12)	STARS (for PK-12)	ACT scores pulled from vendor currently receive scores above 22 for scholarship program finalizing contract with ACT for all ACT scores
COMPETES ACT Sec 6401 (e)(2)(D)(iii)(I)	Data on student transitions to secondary to postsecondary including information on remedial coursework		Need Higher Ed data
COMPETES ACT Sec 6401 (e)(2)(D)(iii)(I)	Additional data necessary to address preparation/alignment for student success in postsecondary education		Need Higher Ed data
Adult Ed and CTE Federal Reporting	Employment status one and three quarters following ALC separation (secured/retained)		Need Workforce data
Adult Ed and CTE Federal Reporting	Post secondary status of students		Need Higher Ed data
SFSF and ED*Facts* (a)(1)	Number/percentage of core academic courses taught in the highest-poverty and lowest-poverty schools, by HQ Teachers	SLDS: K12 Domain, ndTEACH + STARS (for PK-12)	System modifications needed to draft reports; analyze results, modify system as needed to increase accuracy of reports
SFSF and ED*Facts* (a)(2)	State's Teacher Equity Plan (show that low-income/minority students are not taught at higher rates by teachers that are inexperienced, unqualified or out-of-field		Work needed to draft plan
SFSF and ED*Facts* (a)(3)	Teacher evaluations (evaluation criterion includes student outcome or student growth)		Currently surveys are being sent to collect this data Will need to eventually automate the collection
SFSF and ED*Facts* (a)(4)	Number and percentage of teachers rated at each performance rating or level (if ratings or levels are		Currently surveys are being sent to collect this data

	provided on teacher evaluation system)		Will need to eventually automate the collection
SFSF and ED*Facts* (a)(5)	Public reporting of teacher evaluation performance ratings or levels		Currently surveys are being sent to collect this data Will need to eventually automate the collection
SFSF and ED*Facts* (a)(6)	Principal evaluations (evaluation criterion includes student outcome or student growth)		Currently surveys are being sent to collect this data Will need to eventually automate the collection
SFSF and ED*Facts* (a)(7)	Number and percentage of principals rated at each performance rating or level (if ratings or levels are provided on teacher evaluation system)		Currently surveys are being sent to collect this data Will need to eventually automate the collection
SFSF and ED*Facts* (b)(1)	Which of the 12 elements of the America Competes Acts are included in the SLDS	Each is addressed above	
SFSF and ED*Facts* (b)(2)	Timely student growth data (at a minimum on reading/language arts and math on grades that are administered the NDSA)		Growth model being developed Possible system modifications needed to collect / calculate / display data
SFSF and ED*Facts* (b)(3)	Reports of individual teacher impact on student achievement (at a minimum on reading/language arts and math on grades that are administered the NDSA)		Growth model being developed Possible system modifications needed to collect / calculate / display data
SFSF and ED*Facts* (c)(1)	Approval status of the NDSA		Yes/no question; no data needed
SFSF and ED*Facts* (c)(2)	Status of valid and reliable alternate assessment		Yes/no question; no data needed
SFSF and ED*Facts* (c)(3)	Is the alternate assessment based on grade-level, modified, or alternate academic achievement standards		Yes/no question; no data needed
SFSF and ED*Facts* (c)(4)	Has the state (within the last two years) analyzed the appropriateness and effectiveness of the accommodations provided to disabled students		Yes/no question; no data needed
SFSF and ED*Facts* (c)(5)	Number and percentage of students with disabilities who are included in the NDSA (reading/language arts and mathematics)	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts*	Has the state (within the last two years) analyzed		Yes/no question; no data needed

(c)(6)	the appropriateness and effectiveness of the accommodations provided to LEP students		
SFSF and ED*Facts* (c)(7)	Does the state provide native language versions of NDSA to LEP students		Yes/no question; no data needed
SFSF and ED*Facts* (c)(8)	Number and percentage of LEP students who are included in the NDSA (reading/language arts and mathematics)	STARS (for PK-12)	Possible system modifications to automate the extraction of LEP data from PowerSchool
SFSF and ED*Facts* (c)(9)	Does the State's annual state report card include the most recent State reading and mathematics NAEP results		Yes/no question; no data needed
SFSF and ED*Facts* (c)(10)	The number and percentage of students who graduate from high school using a four year adjusted cohort grad rate	STARS (for PK-12)	Possible system modifications to automate the extraction of exit data from PowerSchool
SFSF and ED*Facts* (c)(11)	Of the students who graduate using a four year adjusted cohort grad rate; the number who enroll in IHE within 16 months of receiving a regular high school diploma		Need Higher Ed data
SFSF and ED*Facts* (c)(12)	Of the students who graduate using a four year adjusted cohort grad rate that enroll in IHE within 16 months of receiving a regular high school diploma; the number and percentage who complete at least one year's worth of college credit within two years of enrollment		Need Higher Ed data
SFSF and ED*Facts* (d)(1)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup on the NDSA (reading/language arts) and the number/percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on the NDSA (reading/language arts) in the last year	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts* (d)(2)	The average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup on the NDSA (mathematics) and the number/percentage of Title I schools in improvement, corrective action, or restructuring that have made progress on the NDSA (mathematics) in the last year	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool

SFSF and ED*Facts* (d)(3)	The number and identity of schools that are Title I in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts* (d)(4)	Of the persistently lowest-performing schools that are Title I schools in improvement, corrective action or restructuring; the number and identity of those that have been turned around, restarted, closed, or transformed in the last year	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts* (d)(5)	The number and identity of schools that are secondary schools that are eligible for, but do not receive, Title I funds that are identified as persistently lowest-achieving schools	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts* (d)(6)	Of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds; the number of those schools that have been turned around, restarted, closed or transformed in the last year	STARS (for PK-12)	Possible system modifications to automate the extraction of data from PowerSchool
SFSF and ED*Facts* (d)(7)	The number of charter schools permitted to operate	N/A for North Dakota	
SFSF and ED*Facts* (d)(8)	The number of charter schools currently operating	N/A for North Dakota	
SFSF and ED*Facts* (d)(9)	The number of charter schools that have made progress on NDSA (reading/language arts)	N/A for North Dakota	
SFSF and ED*Facts* (d)(10)	The number of charter schools that have made progress on NDSA (mathematics)	N/A for North Dakota	
SFSF and ED*Facts* (d)(11)	The number and identity of charter schools that have closed within each of the last five years	N/A for North Dakota	
SFSF and ED*Facts* (d)(12)	For each charter school that closed within each of the last five years, list whether the closure of the school was for financial, enrollment, academic or other reason	N/A for North Dakota	

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
Greg Gallagher
Department of Public Instruction
January 10, 2011

Mr. Chairman and Members of the Senate Appropriations Committee:

I am Greg Gallagher, Director of Standards and Achievement, within the Department of Public Instruction (DPI). I am here to present background information regarding four optional adjustments to the DPI 2011-13 budget, including (1) the state assessment and accountability system, (2) the state's language arts (writing) achievement standards, (3) the implementation of the state's forthcoming mathematics and English language arts standards, and (4) the revision of the state's foreign language and arts content standards.

I. Administration of North Dakota State Assessment and Accountability System

The state's assessment and accountability system includes (1) the development and maintenance of the state's academic content standards in English language arts, mathematics, and science; (2) the development and administration of the state's various 72 state assessments; and (3) the compilation and dissemination of multiple accountability reports for each school, school district, and the state.

The current 2009-2011 biennial funding for the state assessment and accountability system totals approximately $8.3 million, which consists of approximately $6.9 million federal funds and $1.4 million state funds. The DPI has submitted an optional adjustment request for the 2011-13 biennium of an additional $2,373,900 in state general funds, which would place funding levels at approximately $6.9 million federal funds and $3.78 million state funds, for a total of $10.68 million combined funds.

Since the submission of the DPI budget in August 2010, the DPI has worked with primary contractors to lower the cost of certain components within the state's general assessment program based on altered program needs. These savings amount to $308,340. The effect of these savings reduces the DPI's optional adjustment request to $2,065,560. The DPI respectfully requests that the Senate Appropriations Committee fully fund this optional adjustment. A failure to fund these activities would equate to a lowering of the level of participation of the state's education stakeholders and reduced flexibility to meet forthcoming accountability demands. The political component to

ensuring validity and reliability within the state's education system is a critical matter, which should concern all and which demands sufficient attention and funding.

A 2009-10 survey conducted by the Council of Chief State School Officers, a nonpartisan, nationwide, nonprofit organization of public officials who head departments of education in the states, reports that North Dakota has the lowest contract cost assessment system in the nation. The state accountability system provides great value to the state at a relatively low cost. The cost efficiencies built into the state's system are commendable; nevertheless, activities as important as ensuring a quality educational accountability system do require the proper investment of funds. We have reached a point where additional funding is required.

The state's assessment system closely tracks or highly correlates on student average annual gain when compared with the National Assessment of Educational Progress (NAEP), the Nation's pre-eminent assessment system. A 2010 study conducted by the Center on Education Policy, a national, independent advocacy organization for public education, identified the North Dakota State Assessment as closely tracking to the NAEP regarding sensitivity to student achievement trending. This finding testifies to the design, alignment, equating, and quality controls built into the state assessments by its committees of state educators, nationally-recognized technical advisors, and contractors. The state's assessment and accountability system produces an excellent product, especially for the cost.

The state's assessment and accountability system has also demonstrated the desired effect of influencing teacher- and school-level behavior by advancing the teaching of the state's content standards. The North Dakota Curriculum Initiative, which is administered through the NDSU School of Education, and the Mid-continent Research for Education and Learning (McREL) have collaborated to conduct an ongoing study of the consequences of the state's accountability system. This study indicates that teachers and administrators have moved steadily to incorporate the state's content standards into curricular and instructional practices. Teacher and administrators also identify the state's assessments as important measures of student performance against these state standards. The adage "What gets tested gets taught" does appear to be grounded in practice. The state's accountability system does form the foundation of the state's educational efforts by defining its expectations.

I have presented to the Senate Appropriations Committee Chairman a copy of the annual performance report for the state assessment and accountability system, as

required under NDCC 15.1-21-10, which was presented to the Interim Education Committee on October 12, 2010. This lengthy report provides to the committee a comprehensive overview regarding the standing of the state assessment and accountability system.

The DPI's optional adjustment request is required to supplement current federal and state funding, which provide the resources to advance the state's following responsibilities, which are not ranked by degree of importance:

1. The development and maintenance of rigorous content standards in English language arts, mathematics, and science;
2. The development and operational use of achievement level descriptors and cut score achievement standards that define the state's expectations for academic proficiency;
3. The development and administration of the state's 72 separate assessments in grades 3-8 and 11, based on the prescribed subject matter for the general population of students and for students with various levels of disability;
4. The preparation of rigorous external peer review submissions to ensure that the state's assessment and accountability system is both valid and reliable;
5. The development and administration of contracts with various external assessment-specialist vendors and technical advisors to ensure the proper administration of all aspects of a valid and reliable assessment system;
6. The generation and analysis of various technical manuals that provide evidence regarding the efficient and proper functioning of the accountability system's operations according to stringent technical standards;
7. The establishment and administration of proper accommodations and modifications procedures that ensure an appropriate manner of classroom instruction and test administration for all students, especially students with special needs;
8. The compilation, generation, and public reporting of student academic achievement based on established proficiency definitions for every student, school, school district, and the state;
9. The analysis and public reporting of detailed student achievement patterns for individual student remediation and overall school improvement;

10. The collection, compilation, analysis, and public reporting of individualized adequate yearly progress reports and comprehensive profile reports, based on established rules, for every school, school district, and the state;
11. The proper management and quality control validation of numerous data files in preparation for extensive data analysis;
12. The active participation of hundreds of statewide education stakeholders in the development, validation, and administration of various accountability activities;
13. The participation in and analysis of various multi-state consortia, including the national Common Core State Standards and assessment consortia, to advance efficient, researched-based accountability efforts;
14. The compilation and validation of performance audits based on school and school district performance against established program standards;
15. The provision of direct technical assistance and specialized report generation for individual schools, school districts, associations, and interested individuals;
16. The provision of technical assistance and program and policy data supports to various state agencies, the legislative assembly, the Governor's Office, or other non-governmental entities;
17. The preparation and submission of mandated reports to the U.S. Department of Education or other federal agencies; and
18. The design, development, and implementation of special data analysis requests to serve overall program and policy needs.

I have prepared several graphics that illustrate a limited sample of the products or reports generated within the state's accountability system. The state's accountability system manages literally hundreds of thousands of data points that, when compiled and analyzed, provide a meaningful context to the overall performance of the state's complex education system. The optional adjustments requested by the DPI will allow the state to address these needs. The DPI will provide to the Appropriation Committee's Education Subcommittee a detailed accounting of this optional adjustment. The proposed increase in state general funding will offset the costs associated with recent increases in the administration costs of the state's assessment program, the development costs related to the study and possible adoption of the Common Core State Standards by the state, increased data analysis demands, and the need to anticipate forthcoming changes in national assessment practices.

II. Language Arts (Writing) Standards

The Governor's Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement in writing on future ACT assessments. The DPI supports such an increased emphasis; however, such an emphasis on the ACT occurs late in a student's high school career. The state has the full capacity to advance this emphasis on writing by establishing achievement standards for writing within the North Dakota State Assessment, for grades 3-8 and 11, if the state were only to fund a single, one-time standards setting procedure. Such a procedure has not occurred thus far because of funding limitations. With writing achievement standards established as early as grade three, educators can track and monitor each student's growth in writing skills and then aid them in attaining and securing overall proficiency. If students remain proficient writers, as measured by the state's assessments, they will leave high school both college or career ready. The combination of the ACT and the state assessment in writing will provide corroboration of this achievement trending. This is a solid investment of state funds. The DPI respectfully requests that the Senate Appropriations Committee fully fund this $310,000 optional adjustment.

III. Mathematics and English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, a multi-stakeholder advisory committee related to future school improvements from national efforts, the Committee recommended that the state provide support to districts and REAs to allow for the managed transition into the state's new content standards in English language arts and mathematics, based on the Common Core State Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. This optional adjustment would allow the DPI to issue $500,000 in grants to school districts and appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the Regional Education Associations, and the State University System) to prepare and conduct various curriculum development activities that would support the longer term roll out and implementation of the state's new content standards. The DPI would also issue $150,000 in grants or contracts to external organizations (e.g., the McREL, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition

period spanning the 2011-12 and the 2012-13 academic years to conduct curricular planning and support training to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model. The DPI respectfully requests that the Senate Appropriations Committee fully fund this $650,000 optional adjustment.

IV. Foreign Language and the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the Committee recommended that the state revise its current content standards in two separate subject areas, the arts and foreign language, which have not been updated since 2000 and 2001 respectively. The DPI typically updates state content standards within five to seven years, pending available funding. The Department would contract to provide a research-based analysis of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 grant or contract with a vendor to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 grant or contract with a vendor to facilitate the development of the content standards drafts and supporting materials; and (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings. The DPI respectfully requests that the Senate Appropriations Committee fully fund this optional adjustment for $295,000 per subject area, for a total appropriation of $590,000.

I have attached the following sample illustrations of how funding the state's assessment and accountability system results in meaningful value to the state's overall educational efforts. I will provide extemporaneous narrative regarding purpose and impact of the following sample products:

Attachment A: North Dakota State Achievement Descriptors, Mathematics, Grades 7-8;
Attachment B: Sample Student Growth Projection Report, Mathematics;
Attachment C: North Dakota State Assessment Achievement Summary, Subgroup Report, Mathematics, 2008-10;
Attachment D: North Dakota State Assessment Comparative District Achievement Report, Mathematics, 2009-10;

Attachment E: North Dakota Highly Qualified Teacher Report, Teacher Experience by Subject Matter and School Size, 2009-10;

Comprehensive School and School District Profiles can be accessed at the following DPI web address: http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm.

Mr. Chairman, this completes my presentation regarding the DPI's specified optional adjustments. I am available to answer any questions from the Committee. Thank you.

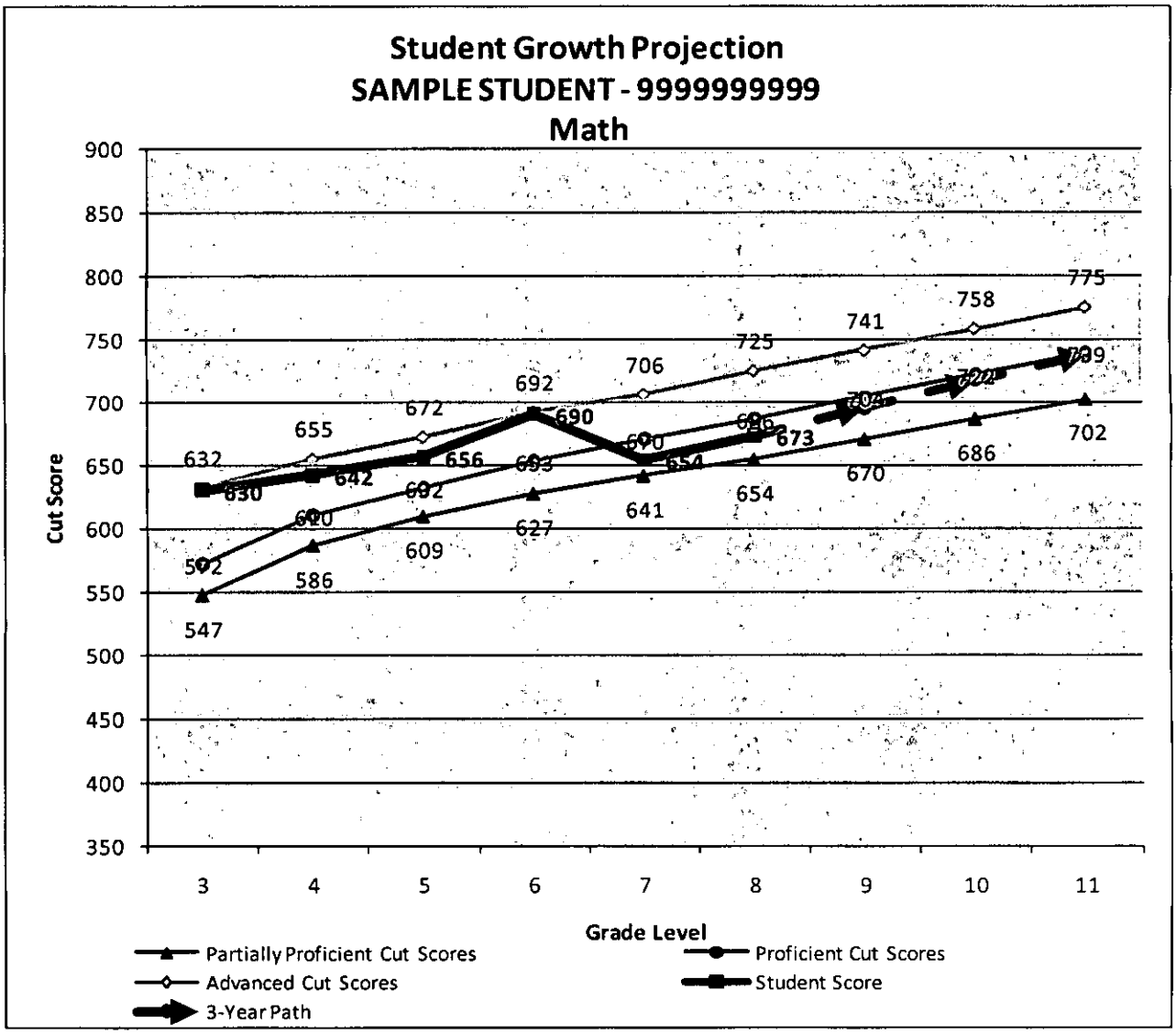
Attachment A

North Dakota State Achievement Descriptors, Mathematics, Grades 7-8

Achievement Level	Achievement Level Descriptors: Mathematics Grade 7
Novice	Students estimate whole numbers; add decimals with same place value; identify line symmetry; interpret simple graphs; recognize & extend numeric and geometric patterns; transfer data to bar graphs and circle graphs; count units to find area; use tables to solve problems; formulate number sentences to solve problems; determine probability on spinner.
Partially Proficient	Students divide whole numbers by 1-digit divisors; classify polygons; count and subtract money in real-world contexts; determine divisibility; identify factors; find equivalent forms of fractions and decimals; use estimation as a problem-solving strategy; compare, order, and subtract decimals; recognize similar figures; justify predictions based on probability; interpret tables; draw conclusions based on data; balance equations using a model; read thermometers and compare temperatures.
Proficient	Students multiply and divide decimals and fractions; calculate percents; use order of operations; use problem-solving strategies and verify results; calculate mean (average); recognize congruent figures; model rotations, reflections, and translations; plot and identify points on coordinate plane; classify angles; apply formula for angles of triangle; find perimeter; express probability as a ratio; measure standard and metric units accurately; use scale to find distance; solve algebraic equations; use variables to represent properties of addition and subtraction.
Advanced	Students solve multistep problems with fractions and decimals; name ordered pairs; visualize and determine volume; estimate weight; calculate area; explain methods to solve real-world problems; use formulas to convert units of measurement; write equations to represent real-world situations; measure accurately to nearest 1/8 inch.

Achievement Level	Achievement Level Descriptors: Mathematics Grade 8
Novice	Students add, subtract, and multiply with regrouping and with decimals; estimate and compare decimal sums; extract information from graphs; represent percents in circle graphs; estimate data points on line graphs; calculate elapsed time; use logic to deduce linked relationships; express single event probabilities as fractions; use basic operations, rounding, and vocabulary to solve real-world problems; compare place values to evaluate an inequality; write algebraic equations to represent word problems.
Partially Proficient	Students convert standard numerals to expanded notation; multiply fractions and mixed numbers; apply order of operations with exponents; apply spatial reasoning and calculations to visualize 3-dimensional figures and identify results of transformations; use correct terminology to identify parts of geometric figures including lines and angles; use multistep computational skills to group data; compare rates of change in line graphs; interpret statistical data including mean, median, mode, and range; identify appropriate units of measurement; analyze and extend patterns.
Proficient	Students write and solve algebraic equations and inequalities; use least common multiple and inverse operations; identify prime numbers and perfect squares; divide fractions; estimate rates; draw transformations on coordinate plane; identify parallel and perpendicular lines and symmetry; graph data; make inferences from graphs; compare data using mean, median, mode, and range; measure and use scale factors, ratios, and proportions; determine scale units; solve problems using ratios and proportions; find area of irregular shapes; find surface area of solids.
Advanced	Students solve multistep real-world problems using algebra; apply commutative, associative, and distributive properties to determine order of operations; name vertices of a transformed geometric figure on a coordinate plane; apply formulas to find missing measures of geometric figures.

Attachment B



One year scale score growth for Sample Student from Grade 7 to Grade 8 is 19. To reach a level of proficiency in three years, the student must achieve an average scale score growth of 22 during each of the following three years. The actual one year growth rate is lower than the rate that must be maintained to achieve a level of proficiency.

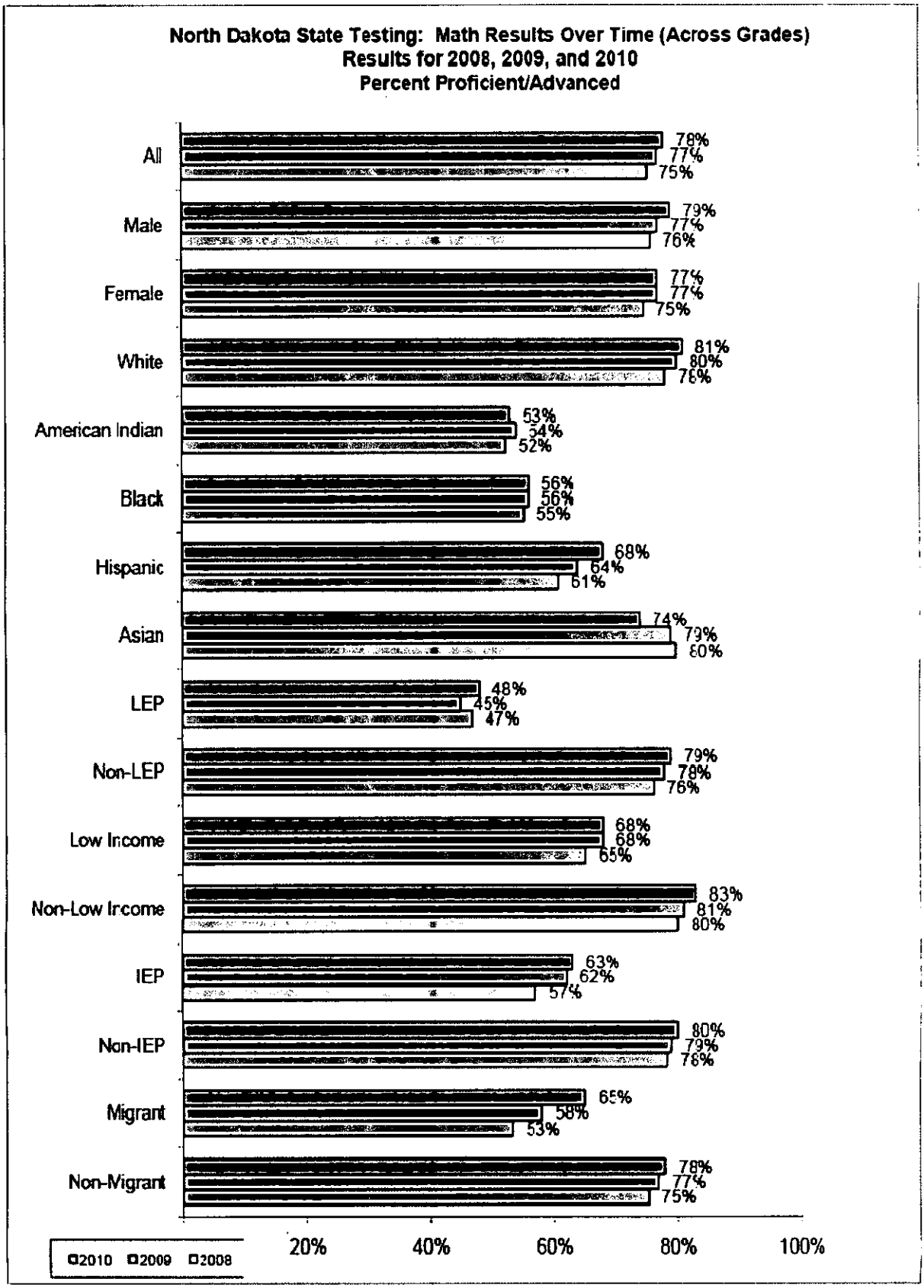
Student: Sample Student
Current District: 00-000 ABC 000 (OK-12)
Current School: 00-000-0000 ABC Public School (0712)

Grade	Math				North Dakota State Assessment Information	
	Student Score	Achievement Level	Percentile Score	3-Year Path	Date	School Attended
3	630	P	77		Fall '04	ABC Public School
4	642	P	62		Fall '05	ABC Public School
5	656	P	49		Fall '06	ABC Public School
6	690	P	68		Fall '07	ABC Public School
7	654	PP	10		Fall '08	ABC Public School
8	673	PP	16	673	Fall '09	ABC Public School
9				695		
10				717		
11				739		

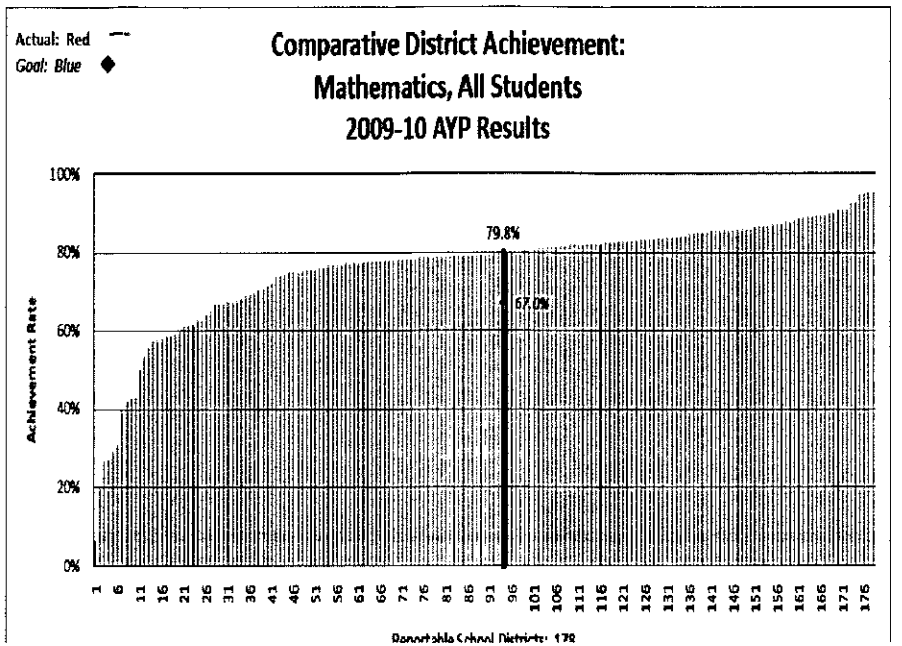
Growth from fall 2008 to fall 2009 = 57

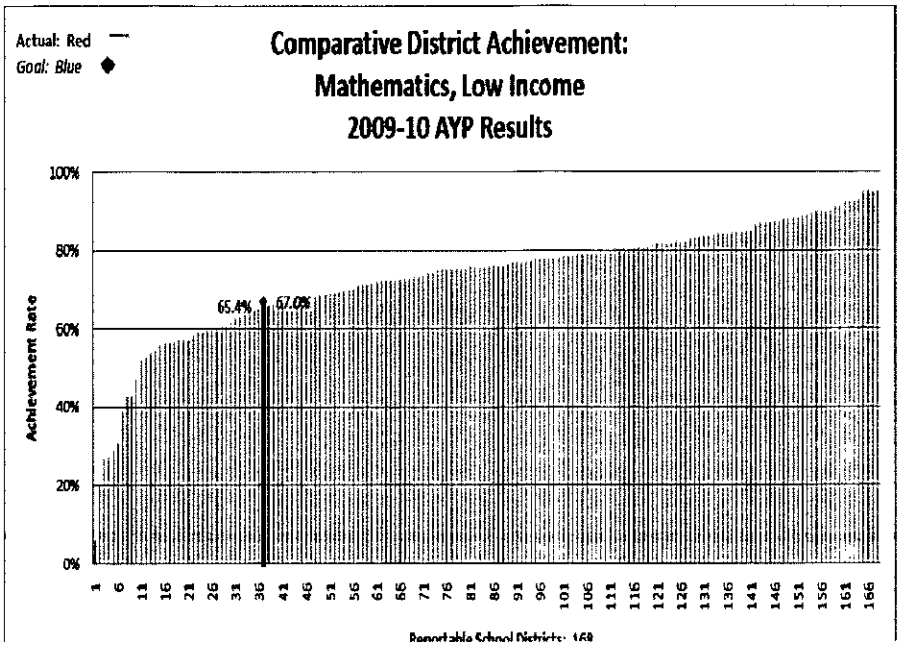
Attachment C

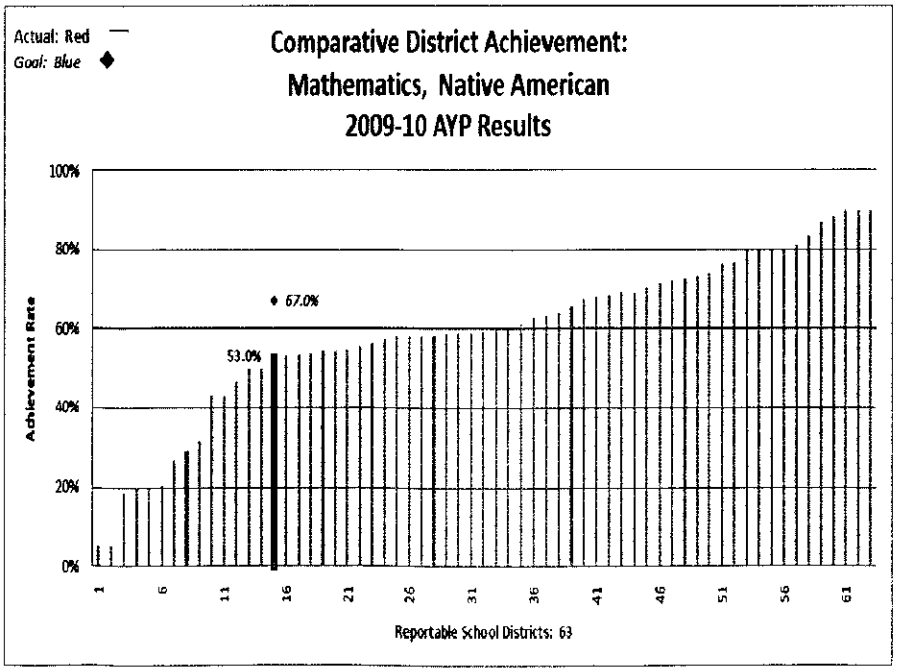
North Dakota State Assessment Achievement Summary, Subgroup Report, Mathematics

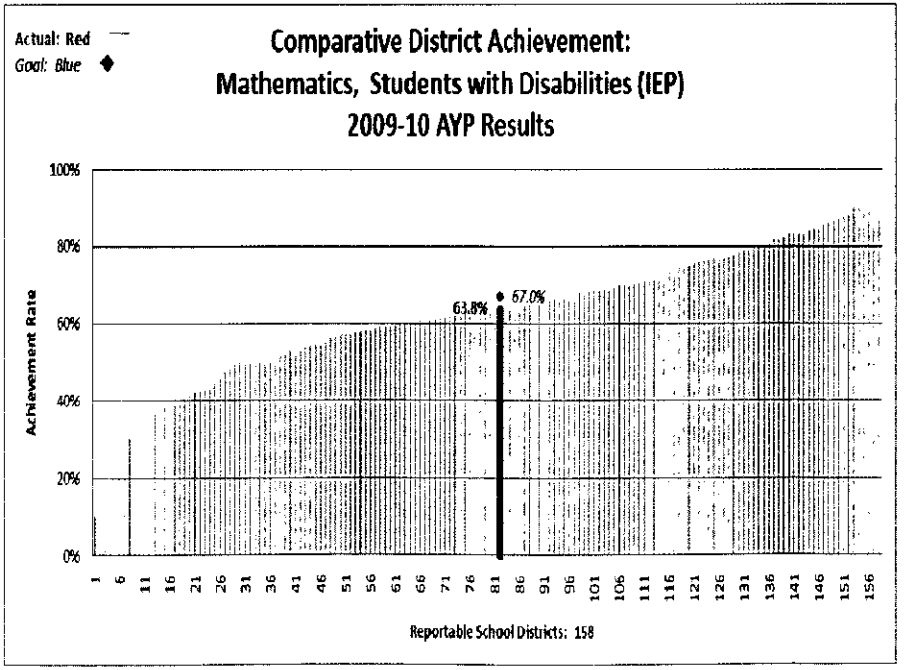


Attachment D: NDSA Comparative District Achievement Report (K-12)









Attachment E

North Dakota Highly Qualified Teacher Report, Teacher Experience by Subject Matter and School Size

North Dakota Department of Public Instruction
Highly Qualified Teachers 2009-10

TABLE 12: Percent of Core Courses Taught by Teachers with a Given Level of Experience
Results by School Enrollment and School Subject Area

	Elementary Schools											
	<100 Students				100-250 Students				251-500 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	672	20.83%	19.94%	59.23%	977	16.48%	22.11%	61.41%	877	18.47%	19.61%	61.92%
Mathematics	557	21.18%	17.24%	61.58%	834	14.15%	20.62%	65.23%	799	16.02%	18.90%	65.08%
Science	519	23.70%	16.96%	59.34%	791	16.18%	20.61%	63.21%	803	17.81%	21.17%	61.02%
Foreign Language	27	3.70%	18.52%	77.78%	12	0.00%	0.00%	100.00%	46	26.09%	73.91%	0.00%
Social Studies	636	23.27%	17.45%	59.28%	946	15.33%	21.46%	63.21%	939	15.55%	18.74%	65.71%
Arts	920	23.04%	17.50%	59.46%	1,472	16.37%	15.90%	67.73%	1,931	15.12%	23.20%	61.68%
Total	3,331	22.28%	17.86%	59.86%	5,032	15.76%	19.63%	64.61%	5,395	16.37%	21.33%	62.30%

	Secondary Schools											
	<100 Students				100-250 Students				251-500 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	640	15.00%	19.69%	65.31%	1,072	20.43%	17.26%	62.31%	537	8.19%	20.11%	71.69%
Mathematics	562	17.97%	17.08%	64.95%	799	19.40%	17.90%	62.70%	389	8.23%	23.65%	68.12%
Science	514	19.07%	21.01%	59.92%	783	25.16%	20.82%	54.02%	367	23.98%	6.81%	69.21%
Foreign Language	75	2.67%	21.33%	76.00%	129	8.53%	0.08%	90.70%	153	3.92%	20.92%	75.16%
Social Studies[4]	615	28.46%	19.02%	52.52%	932	20.39%	28.22%	51.39%	439	8.20%	24.37%	67.43%
Arts	517	19.92%	12.38%	67.70%	791	18.08%	24.02%	57.90%	450	16.89%	22.67%	60.44%
Total	2,923	19.67%	18.03%	62.30%	4,506	20.31%	20.97%	58.72%	2,335	12.08%	19.96%	67.97%

	Elementary Schools							
	501-1000 Students				>1000 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	300	15.00%	24.00%	61.00%	N/A			
Mathematics	285	14.74%	23.16%	62.11%	N/A			
Science	279	13.98%	25.81%	60.22%	N/A			
Foreign Language	17	0.00%	100.00%	0.00%	N/A			
Social Studies	329	14.59%	20.67%	64.74%	N/A			
Arts	716	20.81%	26.40%	52.79%	N/A			
Total	1,926	16.77%	25.13%	58.10%	N/A			

	Secondary Schools							
	501-1000 Students				>1000 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	1,273	19.25%	28.20%	52.55%	964	18.46%	29.98%	51.56%
Mathematics	896	16.07%	21.99%	61.94%	758	18.87%	24.01%	57.12%
Science	892	16.14%	21.19%	62.67%	720	10.69%	26.94%	62.36%
Foreign Language	367	22.62%	19.62%	57.77%	442	11.54%	31.45%	57.01%
Social Studies[4]	1,093	15.92%	29.19%	54.89%	754	18.70%	25.73%	55.57%
Arts	1,244	13.34%	23.71%	62.94%	528	20.45%	9.28%	70.27%
Total	5,765	16.58%	24.82%	58.59%	4,166	16.75%	25.13%	58.11%

[1]Teachers with "New" level of experience are those with 0-3 years of teaching experience.

[2]Teachers with "Intermediate" level of experience are those with 4-10 years of teaching experience.

[3]Teachers with "Experienced" level of experience are those with 11 or more years of teaching experience.

[4]Social Studies includes civics, government, economics, history, geography.

To learn how you can support entrepreneurship education in North Dakota, contact:

Barry Striegel, Director
North Dakota Youth Entrepreneurship Education Program
UND - Center for Innovation

701-741-6985
b.striegel@und.edu

http://ndyoungentrepreneurs.org/

2010 Supporters & Sponsors

THE DAKOTA FOUNDATION

UND
Center for Innovation

NDSU EXTENSION SERVICE
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COMMUNITY

ND Dept. of Public Instruction

North Dakota

North Dakota
DEPARTMENT OF COMMERCE

ICB

First Nations Development Institute

Pathways To Prosperity

STROMCENTER
FOR ENTREPRENEURSHIP AND INNOVATION
DICKINSON STATE UNIVERSITY

Dickinson
STATE UNIVERSITY

BOYS & GIRLS CLUB
OF THE THREE AFFILIATED
TRIBES

Williston Area
Chamber of Commerce

WILLISTON
STATE COLLEGE

Williston
Economic Development

EDC Grand Forks Region
Economic Development Corporation

Entrepreneurial Center

Pembina County Job Development Authority

"I would hire 2 helpers & have a nice display."

"Make meetings shorter."

"Use less space and get a better scoreboard Keep my games."

"Not so many meetings!"

"I like the group discussion time!"

"Space out the field trips."

"Field trip should have been earlier. Newspaper was an excellent way to keep parents informed." (teacher)

"Do more blogging."

The most important thing I learned ...

"It is not about the money, it's about satisfying the customers."

"opportunity cost" (teacher)

"I learned to be confident with myself."

"working together and opening a great business."

"You take risks."

"keeping money and cash flow."

"How to run a business."

"How to use a sales book."

"It's hard to keep books."

"You have to take a risk."

"I learned how to pay bills."

"It's hard to keep track of money and bills."

"controlling $"

"To not give up when your business is not doing as well. To have a creative mind."

"That you need to pay back for what you used."

Evaluation Comments

These comments are from the evaluations written by students and teachers on the last day of camp in Cavalier. Their comments reflect how much the participants enjoyed the experience and how successfully the camp facilitators were at achieving their learning goals.

How I feel about being an entrepreneur ...

"Happy for expressing myself"

"I trusted myself"

"It can be nerve-wracking ... there are many risks" (teacher)

"Scared that nobody would like my food."

"can't wait to grow up and be one."

"I could pay myself whatever I want."

"I feel that now I can start my own business."

"It makes me feel successful to know that we started with nothing."

"Successful"

Why some businesses more successful...

"Customer service and stock."

"They had stuff people liked and music."

"Because of their workers."

"Had more stuff people wanted. Prices were not too expensive."

If I were in another Mini-Society ...

"Using a business as an example for keeping books. Downtown field trips were wonderful." (teacher)

"I will do my own business."

with one camp at the University of North Dakota's Center for Innovation in Grand Forks. It has since grown to include camps held across the state. This summer, camps will take place at the University of North Dakota, Williston State College, Dickinson State University, and Sitting Bull College in Fort Yates; as well as in Parshall, New Town, Belcourt, and Cavalier. Tentative plans are also in the works for a camp in Bismarck.

"We work closely with local NDSU Extension offices, universities and their business or entrepreneurship centers," says Streigel, adding the program works to involve many community entities. This also includes regional economic development groups, tribal economic development councils, youth groups, school districts, Marketplace for Kids leadership teams and Junior Achievement facilitators.

"This youth entrepreneurship program has received strong backing from the Dakota Foundation, the UND Center for Innovation, NDSU Extension, the North Dakota Legislature, and local business sponsors across the state," says Bruce Gjovig, entrepreneur coach and director of the UND Center for Innovation. "We all realize the need to help youth understand that thinking entrepreneurially opens up many future opportunities."

Streigel says the program also focuses on immersing participants in their community. "We take field trips into their downtown area so the campers learn the names of some of their town's key businesses."

The involvement of local businesses is important to the success and growth of the program, says Tweeten, and there are various ways businesses can get involved. This includes sponsoring a local camp, visiting area classrooms, or allowing students to tour business facilities. "We have several businesses that have contributed and have helped to keep the program going," she says. "There is wonderful support of this program."

There are also program participants who apply their learning to developing businesses in their own community. "There are several kids who have used their skills to do a one-time business," says Streigel, noting this is often during a large community event. "Most are food-orientated businesses during a celebration."

The North Dakota Youth Entrepreneurship Program offers small loans to allow camp participants to apply their learning to real-life business situations. "I look at this as long-term economic development," says Streigel. "At a young age, it's a good time to start building this business foundation."

And building the entrepreneurial foundation for today's youth will benefit North Dakota communities and businesses well into the future. "The more businesses there are the more economic activity you have in a community and the better all businesses will do," says Tweeten. "These are our future business owners and employees."

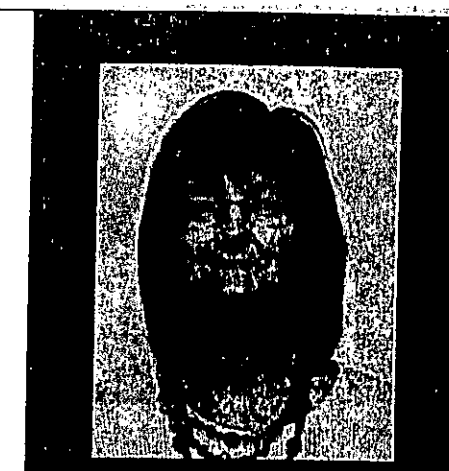
For additional information on the North Dakota Youth Entrepreneurship Education Program and its summer camps call Streigel at 701-738-4812 or Tweeten at 701-328-9718, or visit www.ndyoungentrepreneurs.org.

Business Challenge

Business Challenge is a one-week summer program for North Dakota high school students, K through 12 educators, and university students. "We do a lot of educational activities geared at teaching many different aspects of business," says Katie Mehrer, Business Challenge coordinator.

During Business Challenge, held at Dickinson State University, participants form 'companies' and compete as businesses through a computer simulated program and marketing plan competition. With the help of participating educators and company advisors, students learn about the many facets of business. "Through Business Challenge they gain information about the business industry and skills to go forward and become entrepreneurs," says Mehrer.

The program began in 1978 and its curriculum includes income, profits, risk, ethics, technology, marketing, productivity and other key business topics. "This program explores a wealth of information," says Julie Driessen, Business Challenge board chair. "It opens avenues for the kids and allows them to network with business leaders from across the state."



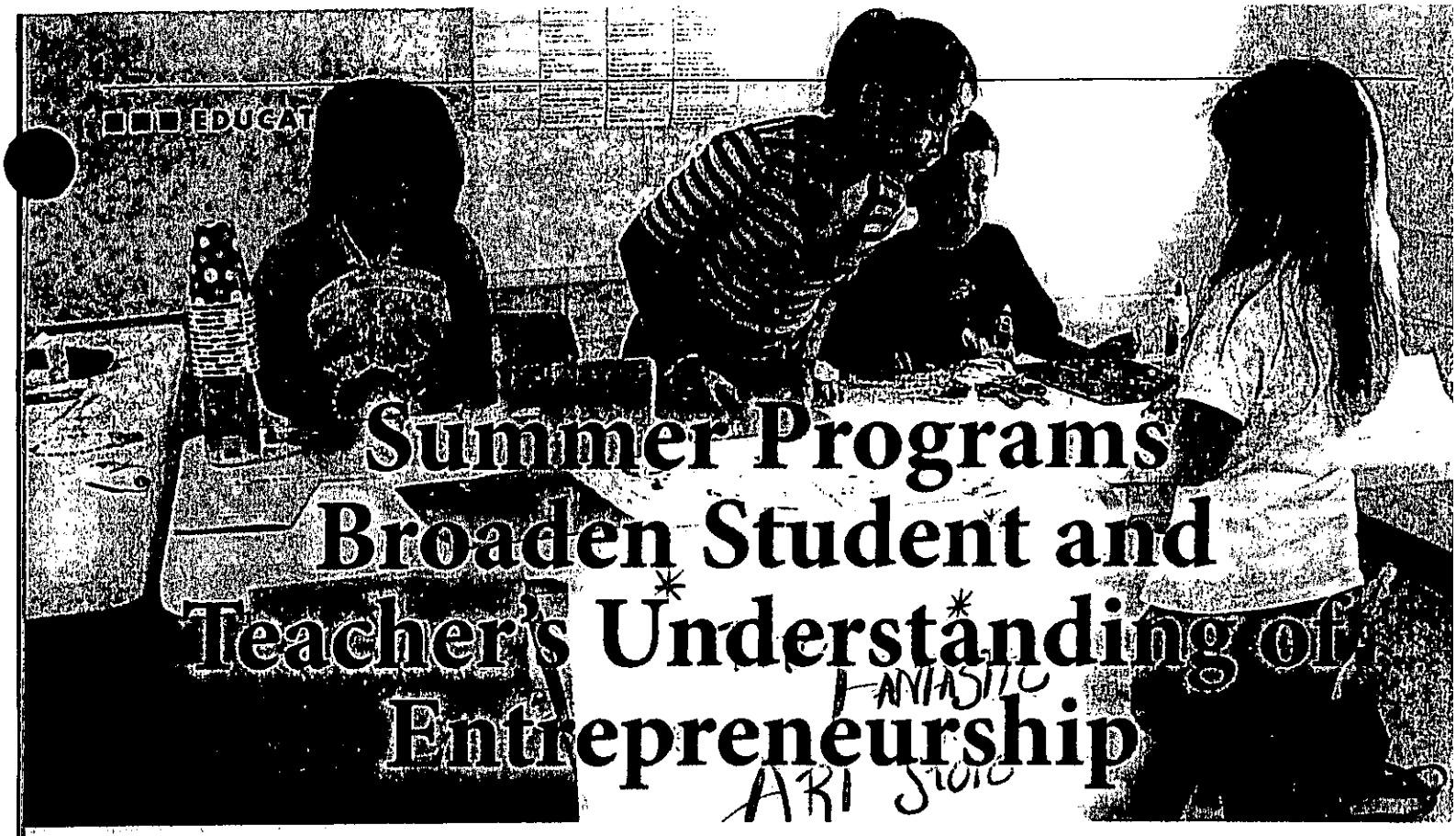
Kathy Tweeten

Lindsey Witthauer

Katie Mehrer

Driessen first got involved with the program as an educator. "I opted to take it as a teacher and that was probably one of the most thrilling experiences I have had as an educator. I have stayed active with the program for over 30 years."

Businesses play an important role in the program, says Driessen, noting business leaders and employees participate as Company Advisors, speakers, session participants and monetary and in-kind



Summer Programs Broaden Student and Teacher's Understanding of Entrepreneurship

By Kylie Blanchard

Entrepreneurship is a key component of North Dakota's strong business climate. In order to pass the state's entrepreneurial spirit to the next generation of business leaders, local universities are teaming up with communities, businesses and educators across the state to provide students with experiences in entrepreneurship and leadership. Programs like the North Dakota Youth Entrepreneurship Education Program and Business Challenge are working to encourage and retain the state's future business leaders through fun, educational and fulfilling summer camp experiences.

North Dakota Youth Entrepreneurship Education Program

"We're trying to get kids, at an early age, to consider entrepreneurship as a career option," says Barry Striegel, coordinator of the North Dakota Youth Entrepreneurship Education Program, "and to give them support to take the risks that entrepreneurs often do."

Using the Mini-Society® curriculum, participants age 9 to 13 build their own town and develop community leadership and businesses during five-day camps operated by the Youth Entrepreneurship Education Program. "The campers open their own businesses in response to what they think the other citizens will want or need," says Striegel. "They are the successful entrepreneurs and leaders."

Each camp hosts 20 to 22 students, 3 to 4 teachers, and trained facilitators. "We encourage teachers to enroll in the camp and participate with the kids," notes Striegel. "They can apply these principles in their classroom." Educators can earn two continuing education credits and the North Dakota Department of Commerce has sponsored 10 teachers to receive the credits at no cost. The North Dakota Department of Public Instruction also provides the program with curriculum, marketing and budgeting advice.

"This is a wonderful program," says Kathy Tweeten, director of the North Dakota State University Extension Center for Community Vitality. "What young people learn are skills they will use for a lifetime."

The NDSU Extension Center for Community Vitality is a program partner and advisor, and helps to deliver the program throughout the state. Tweeten has been involved with youth entrepreneurship programs in North Dakota for the past 20 years. "This program creates a wonderful, fun learning environment for all students," she says. "Kids think differently about their future and more broadly about opportunities available to them."

Lindsey Witthauer, camp facilitator, says the camps also help kids learn to trust their decisions. "Students gain confidence in themselves," she says. "At camp, we give them opportunities and whether their business succeeds depends on how hard they work."

Witthauer has been involved with the program for two years and says educators also learn important lessons. "Teachers learn they have to sit back, let go and let the kids figure it out for themselves," she says. "This will in turn make the students smarter and they will be able to figure out harder problems as they get older."

The camp also provides a new, exciting learning environment outside the classroom. "We try to incorporate a lot of fun into it as well as teaching," says Witthauer. "If students have any sort of interest in business, it is definitely worth their time."

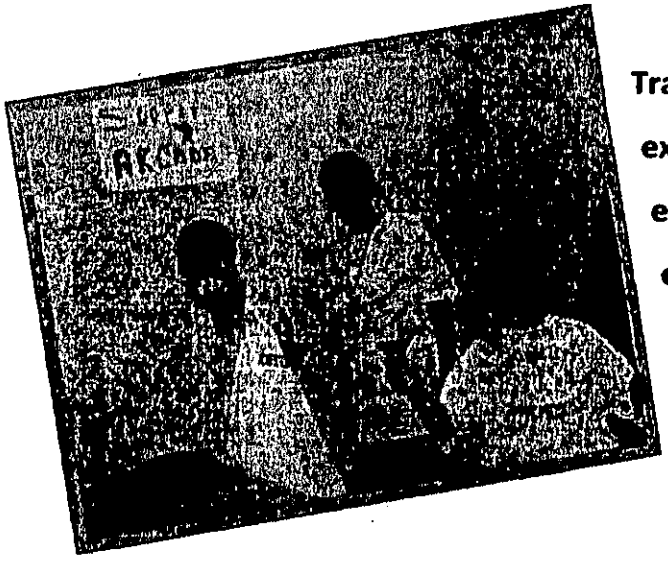
The Mini-Society® Entrepreneurship Summer Camp Program began in 2006

What happens in a Mini-Society® entrepreneurship summer camp?

Learning by doing - that's what happens! Mini-Society is neither a simulation nor a game. *It is as real as life*.

Mini-Society citizens, youth and adults, establish and name their own town, create their own currency, start up businesses to supply the goods and services they believe their neighbors need and resolve community issues in regular town council meetings. They learn how to recognize opportunities and how to take advantage of those opportunities for personal benefit and community development.

Mini-Society entrepreneurs face the same personal and economic challenges that confront enterprising adults. By resolving these daily challenges they become more self-sufficient, resilient, optimistic and productive individuals and more confident and collaborative young citizens.



Trained facilitators recognize all these experiences as trigger events for teaching entrepreneurship, economics, free enterprise, ethics and civics plus grade-level math, social studies, language arts and technology concepts.

Because the experiences are personal, relevant and active, youngsters relish living and learning in a Mini-Society where they experience how to play a purposeful and rewarding role in their own community.

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
www.ndyoungentrepreneurs.org

2009 appropriation	**$100,000**
2011 appropriation request	**$200,000**
2011 Executive budget (SB 2013)	**$110,000**

Please fund our full $200,000 request in SB 2013

Why support youth entrepreneurship education?

In his State of the State address, Gov. Dalrymple listed "building a culture of entrepreneurship" as one of the strategies for ensuring continued economic and social progress in North Dakota. Our youth entrepreneurship summer programs are an essential component for North Dakota communities who want to create and sustain their own local "culture of entrepreneurship".

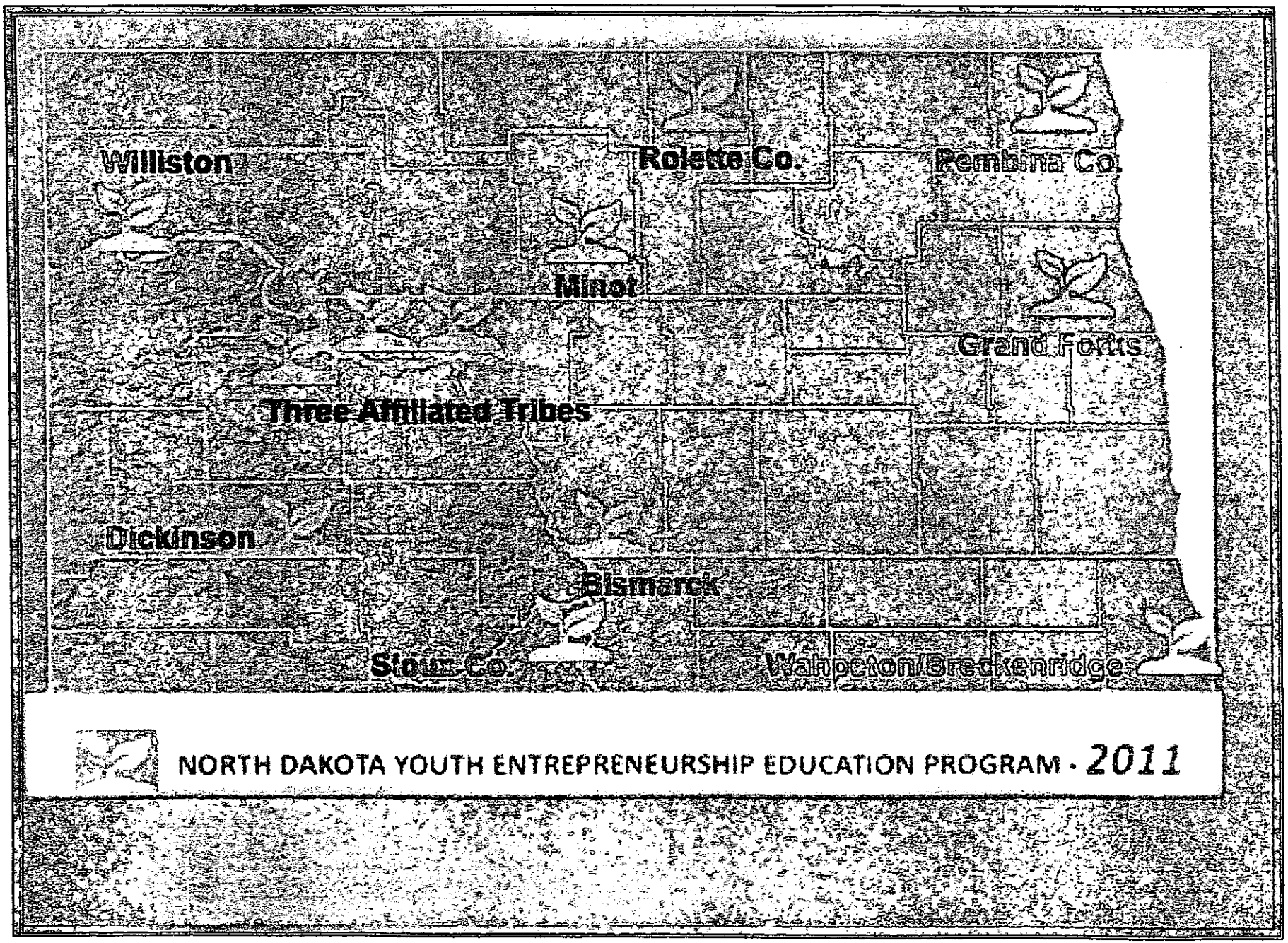
There are 5 main reasons for supporting youth entrepreneurship education:

1. **Customer demand**. Parents, youth and teachers want these kind of real-world experiences that prepare youth to be their own boss.
2. **Gives all youth a leg up on the ladder to personal self-sufficiency.** By keeping the cost to families low, all youth have the chance to participate.
3. **Connects youth to higher education and Centers of Excellence** and to community leaders and the growing young entrepreneur network.
4. **Creates community support for entrepreneurship.** We are making "entrepreneur" a household word where it's not often heard.
5. **Builds entrepreneurial awareness**. Youth, their parents & classroom teachers begin to recognize entrepreneurial thinking as a creative way to advance personal and community development.

We are the foundation level of an integrated plan for creating a North Dakota entrepreneurial climate. We are planting seeds of opportunity in the minds of those youth who will become your community's next leaders, successful business owners, innovative employees, good parents and friendly neighbors.

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
Barry Striegel, Director b.striegel@und.edu 701-741-6985
www.ndyoungentrepreneurs.org

YEAR	PROGRAMS	# of PARTICIPANTS	BUDGET
2007	UND-Center for Innovation DSU-Strom Center Turtle Mt. Community College	60 youth & teachers	$15,000
2009	UND-Center for Innovation DSU-Strom Center Turtle Mt. Community College Williston State College Sitting Bull College-Entrepreneurial Center Three Affiliated Tribes-Boys' & Girls' Club	125 youth & teachers	$84,000
2011	UND-Center for Innovation DSU-Strom Center Turtle Mountain Community College Williston State College Sitting Bull College-Entrepreneurial Center Three Affiliated Tribes-Boys' & Girls' Club (2 camps) Pembina County-Job Development Authority ND State College of Science MSU-Severson Entrepreneurship Academy IDEA Center-Bismarck	planning for 275 youth & teachers	$150,000
2013	**REQUEST FOR INFORMATION**: McHenry County-Job Development Authority Jamestown-Jamestown College Mandan-NDSU Extension Service **EXPANDED PROGRAM**: Three Affiliated Tribes Bismarck Minot	planning for 425 youth & teachers	$220,000


Williston
Rolette Co.
Pembina Co.
Minot
Grand Forks
Three Affiliated Tribes
Dickinson
Bismarck
Stark Co.
Wahpeton/Breckenridge
NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM - 2011

SB 2013
1-11-2011

Testimony for the North Central Council for School Television Funding Request

Prepared for the 62nd Legislative Session January 11, 2011

For Dr. Steve Swiontek, NCCST President and Rep. Dave Monson, Past President

By Beverly Pearson, Manager Education Services Prairie Public Broadcasting
bpearson@prairiepublic.org 701-239-7575

Chairman Holmberg and members of the Senate Appropriation Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public Broadcasting. You will find an accompanying Budget Narrative on pages 32 and 33 in addition to this testimony. I come before you today on behalf of the North Central Council for School Television (NCCST), a 48-year-old non-profit organization of schools that put public broadcasting on the air to support and enhance school curriculum by providing multimedia resources for classroom use. The Council's Board of Directors currently contracts with Prairie Public to administer its mission for North Dakota schools and their teachers to provide a virtual resource service center and support of four key areas of identified need in their schools:

1. Easily accessible, multimedia classroom resources available by broadcast and online.
2. Professional development that identifies multimedia resources and integrates media technology in the curriculum.
3. Programs that address early childhood literacy and school readiness deficiencies.
4. North Dakota multimedia resources on the Web to support the ND Studies curriculum.

Through its partnership with public television, the NCCST leverages the vast repository of public media resources as well as their grant opportunities. Today it supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education initiative, on-site and online professional development for preK-12 teachers, a multimedia

website for ND Studies resources, and numerous other digital video and school/community engagement projects.

Preschool Curriculum

The most recent initiative with the potential to significantly increase student achievement levels is a partnership with WGBH in Boston to provide a fully researched, standards-based early childhood curriculum to Prairie Region preschools. Significant research shows the year long **Between the Lions** (BTL) Preschool Literacy Curriculum and a correlating Arts Residency program have impressive results raising literacy rates in young children, significantly increasing their opportunities for higher achievement in school and in life. A large percentage of our preschools here in North Dakota do not have an established curriculum, and already several schools including those from three Indian reservations have expressed interest in this curriculum. Prairie Public has negotiated with WGBH for the rights to reproduce the curriculum and other templates to develop additional sets as needed throughout our area, but the reproduction is not in the budget.

Teacher Training Institutes

The NCCST also leverages its funding by joining with Prairie Public in offeringPrairie Region Teacher Training Institutes with support for Minnesota teachers from the Minnesota Arts and Culture Heritage Fund. The Institutes focus on strengthening the preK-12 arts, history, and culture curriculum through the innovative use of strong video and other technologies, placing emphasis on cross-curricular applications. The Institutes publish classroom ready, media rich lessons for both participating teachers and their colleagues. Several other agencies including the Energy & Environmental Research Center at UND (EERC) are discussing possible institutes in other subject areas.

Digital Video and Online Resouces

With the advent of recent technologies making digitizing resources viable, the North Central Council has encouraged the availability of digital video in several ways: video and resource programming on the Prairie Public website, a partnership for the reasonably priced digital video service Learn360, site development to access the new PBS repository of video based learning objects that will be available by fall 2011, and the expansion of the NDStudies.org website. NDStudies.org promotes the teaching of regional history and culture at all grade levels in all subject areas — not just 4th and 8th grade — by providing lesson plans, background information and multimedia resources all tied to North Dakota State educational standards and designed for cross-curricular applications via the Web. Video clips from Prairie Public's extensive local production collection as well as from the North Dakota Historical Society, and other sources can be streamed and in most cases downloaded. There is, however, a growing need for both additional viable content and upgrades in the content management system and functionality of the site. Any technology must be constantly upgraded, and on this site for instance, we currently need to change the format of the hundreds of video clips to the universal MPEG4 format, plus the website must have a radically stronger search engine.

Funding

Additional services are outlined below and I'll leave it to you to read through those are your leisure. Suffice to say, that the funding provided to the NCCST is well directed by the school Superintendents on the Board of Directors, and the funds are solidly leveraged to their fullest. It is for these and the other services that the Board requests funding of $520,000, $445,000 for its basic services plus an additional $75,000 to enhance these other critically timely services.

Ready To Learn

Recognizing the importance of early childhood education both as a cost savings to the education system and as a beneficial impact on children not ready for formal learning, the NCCST has monetarily supported Prairie Public's efforts in working with preK-3 educators through Ready To Learn (RTL). The NCCST's RTL initiative promotes early literacy through workshops and events, training educators and caregivers to use the curriculum-based PBS Kids programming and correlating activities to stimulate and develop early literacy skills. In addition, Ready To Learn offers competitive grants to area schools to host Share A Story Family Literacy Events for preK-3rd graders, their families, their communities, as well as neighboring schools with the goal to inspire adults to help children from birth to age eight develop language and literacy skills through activities, storytellers, free children's books, and favorite PBS KIDS' characters; training for family outreach professionals in using Parenting Counts resources; support of the annual PBS Kids Writers Contest, and other early childhood initiatives.

Other Partnerships and Services

The partnership between the NCCST and Prairie Public offers the education community other advantages through the public media services as well as other agencies. Among them, Education Services is a member of Read North Dakota, a loosely knit association of the key arts, humanities, education, and historical agencies in North Dakota promoting literature by and about North Dakotans. Also in connection with the NDStudies.org website, the NCCST is a member of the Digital Horizons project, a project of Prairie Public, Concordia, North Dakota Regional Studies, and the North Dakota Heritage Center to digitize archived media, making it available to the public via a searchable website.

Breakdown of $75,000

• support for obtaining engaging student learning activities and downloadable instructional video and produce additional BTL Curricular kits

$10,000

• need to continually upgrade the ndstudies.org technology platforms and the ability to provide our school access to the PBS Digital Learning Library

$40,000

• support by for face-to-face teacher trainings and the development of lesson for ndsudies.org $25.000

Total funding request **$520,000**

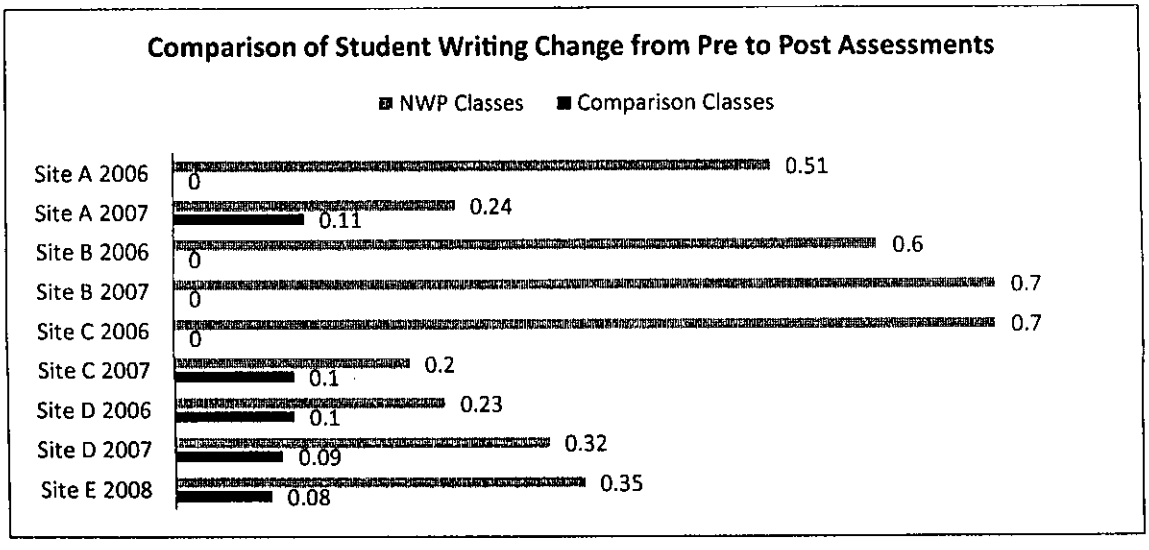
Instructional Resources/K-12 Services

The NCCST continues to lease professional development and curricular instructional video resources for K-12 schools as both a cost effective means to obtain supplemental video and as copyright protection for the schools. Many of these programs are broadcast on Prairie Public's high definition channel in a "block feed" and in two-three hour time blocks on PPB4, The Lifelong Learning Channel, for recording off air. Most programs are available through a lending library and online from a password protected website. The NCCST also leverages its resources by partnering with the online video service Learn 360 to provide streaming and downloadable video for preK-12 teachers and students for a small fee and utilizing Prairie Public, PBS, and PBS Kids websites offering online video, lesson plans, correlating activities, and games for children, all to enhance their programming's value as instructional resources.

Red River Valley Writing Project
Request for Funding, 2011-2013

The Red River Valley Writing Project is one of two National Writing Project (NWP) sites in North Dakota. As of FY2012, we receive $47,000 annually in federal funding through NWP. For the FY2012 - FY2013 biennium, we request a continuance of our $70,000/biennium state DPI funding.

NWP's mission is to improve the teaching of writing, K-16 (with a heavy emphasis on K-12). Its model of teacher development is a grassroots model: the most talented K-16 teachers (in all subject areas) attend a four-week summer institute in which they refine their best practices for teaching writing, investigate current research on writing instruction, and develop workshops for other teachers. Through RRVWP's inservice and continuity programs, these teachers share the knowledge they gain with a wider audience of educators. **Independent data shows that the students of teachers who receive NWP site-based training score higher on all criteria of writing assessment, including language conventions**; this and other data on NWP's effectiveness may be found at www.nwp.org/cs/public/print/doc/results.csp:



Our state DPI funding ensures that we secure every dollar of our federal funding and has allowed us to expand our offerings in the Fargo area. We hosted our first summer institute there in 2010 and have begun continuity and inservice efforts in that region through a partnership with NDSU.

Data on Red River Valley Writing Project Teacher Development Programs, FY2009 & FY2010

o Total attendance at programs	1473
o Estimated number of individual educators served	750
o Number of different ND counties served	19
o Total number of programs sponsored	32
o Total number of program hours provided	598
o Number of contact hours	5976
o Federal monies received (FY2009 & FY2010):	$89,000

North Dakota:
We the People Civic Education Program

- **We The People (WTP)** is a congressionally funded program that promotes civic competence and responsibility among elementary & secondary students. Curricular materials are provided at no charge to the district or teacher. Professional development is also provided at no cost.

- **Culminating activity** is a simulated hearing with a panel of judges—State Competition is held annually in Bismarck. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. For the event, judges consist of Supreme Court Justices, professors from various state universities, and other interested professionals.

- **Participating High Schools** (past & present) from **across ND** include: Edgeley, Bismarck(Century & Bismarck High), Hillsboro, Klum, Minot, Richland, Fargo

- Our largest event yet, this year over **90 ND Seniors** will participate

- Over 20 years, **more than 400 ND high school seniors** have participated in this event

- **Winning class** travels to **Washington, DC** for national competition—competes with more than 50 teams

- **Assistance from ND will defray costs** associated with government class attending the National WTP Competition—the teacher and class must raise money to attend the event

- More than **16,000 ND students** have been engaged in using this curriculum

The North Dakota Museum of Art's Rural Schools Initiative Program began in 2003, when the State Legislature, through the Governor's Budget, funded a pilot rural arts program to be carried out by the Museum. As the North Dakota Museum of Art, the State's official Art Museum, is located on the eastern border of State, rural North Dakota schools can find it difficult to take day-trips to the Museum. Due to the great distances and the fact that art and music programs are usually the first to be cut in schools, the Museum decided to take exhibitions of original artwork to the schools.

Through the Rural Schools Initiative, the Museum organizes exhibitions that are relevant to community needs and interests. The program kicked off with the tour *of Snow Country Prison: Interned in North Dakota*, an exhibition that told the story of the WW II internment camp that was located just south of Bismarck.

Through the Rural School Initiative, the Museum organizes, delivers, installs and de-installs each exhibition free-of-charge to the communities. It is the communities' responsibility to supply a clean, climate controlled space, and volunteers to provide security and act as tour guides. In addition, in order to assist rural schools, the Museum earmarks money to help schools with bussing, bus drivers and substitute teachers. At this point, the Museum reimburses schools .80/mile, $10/hr., up to three hours, and up to $75/day if a substitute teach is needed to stay with students who cannot attend. With the recent spike in gasoline prices, we anticipate needing to raise reimbursement levels. Lastly, for each touring exhibition, the Museum's Education Department creates up to forty pages of lesson plans and makes them available on the website. Each lesson plan adheres to State standards.

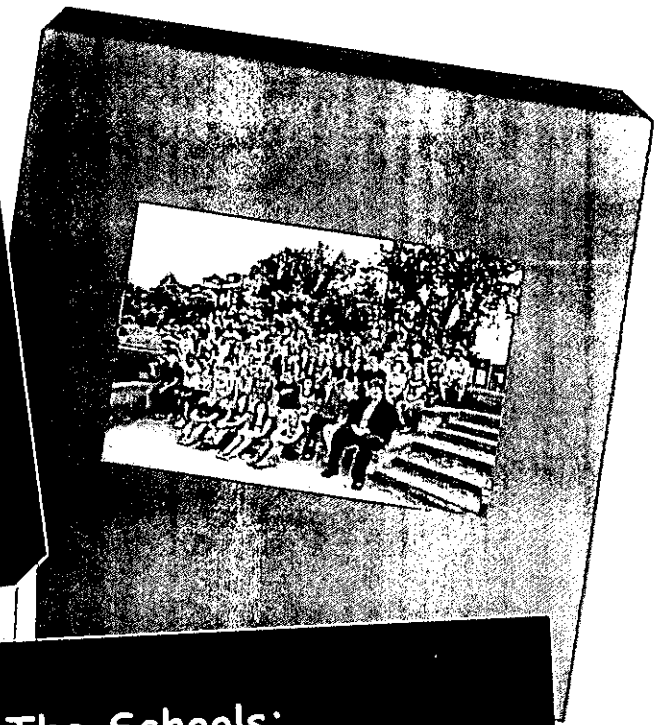
Last year the Museum added an Artist-in-Residence to the program. Now, when an exhibition goes out, area schools have the option of hosting a ceramic artist for one week. The Artist-in-Residence works closely with teachers and students for five days straight. Again, to assist schools, the Museum pays for the artists' mileage and supplies.

In 2009 – 10, the Museum installed exhibitions in small towns such as Ashley (274 attended), Wahpeton (9997 attended), Bowman (332 attended), Crosby (778 attened), Langdon (1187), Pekin (297 attended), Ellendale (168 attended), Steele (451 attended), and Cando (295 attended). Sometimes the Museum installs exhibitions in larger North Dakota towns such as Bismarck, Dickinson, Jamestown, Devils Lake, and Williston. The Museum works with these larger towns to bring in schools within a 50 – 60 mile radius to use the exhibitions for educational purposes.

With the sudden spike of gasoline prices, the Museum is requesting an increase of $35,000. In addition, with the increased demand of the artist-in-residence accompanying each exhibition, the Museum anticipates needing to spend more on mileage and supplies to fulfill school needs.

North Dakota Governor's Schools

NDGS 2011
June 5—July 16



What is NDGS?

It is a six week residential program for scholastically motivated ND high school sophomores and juniors. Students live, work and have fun on NDSU's campus. NDGS offers high quality, concentrated instruction from NDSU faculty through classroom experiences, discussion groups, labs, field trips and other activities.

The Schools:

- English (3 weeks)
- Information Technology
- Mathematics
- Science
- Visual Arts

Who should apply and how?

NDGS is seeking high school sophomores and juniors who are self-motivated, mature, responsible, imaginative, eager to learn, and ready for a challenge. Applications are due before the end of February and can be found online at:

www.ndsu.edu/govschool

Information about NDGS and how to involve your students will be sent to all ND schools in December. Information can always be found on our website or by contacting our offices:

701-231-6727
Email: ndsu.govschool@ndsu.edu

What does it cost?

The state of North Dakota funds the cost of participation for North D[ ]students who are accepted into the program. If spaces are available, out-of-state students may apply to the program, but are required to pay tuition.

Who should apply and how?

Governor's Schools is seeking high school sophomores and juniors who are self-motivated, mature, responsible, imaginative, eager to learn and ready for a challenge. See your guidance counselor, principal, school librarian or your English, information technology, mathematics, science, theatre or visual arts teacher for more information. Applications can be found online at www.ndsu.edu/govschool.

For more information and special accommodations, please contact:

Lonnie Hass, director
North Dakota Governor's Schools
Lonnie.Hass@ndsu.edu
or
Kelly Gorz, events coordinator
North Dakota Governor's Schools
Kelly.Gorz@ndsu.edu
701-231-6727

For more information about the performing arts program, contact:

Rooth Varland, performing arts coordinator and professor of theatre arts
North Dakota Governor's Schools
Rooth.Varland@ndsu.edu
701-231-7788

For [ ]e information about the visual arts program, contact:

Nate Booth, visual arts coordinator
North Dakota Governor's Schools
Nathaniel.Booth@ndsu.edu
701-231-7824

NDSU

North Dakota State University does not discriminate on the basis of age, color, disability, gender identity, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran. Direct inquiries to the Vice President for Equity, Diversity, and Global Outreach, 205 Old Main, (701) 231-7708.

North Dakota Governor's Schools are funded by the state of North Dakota.

Laboratory science | Mathematics | Information technology
English studies | Performing arts | Visual arts

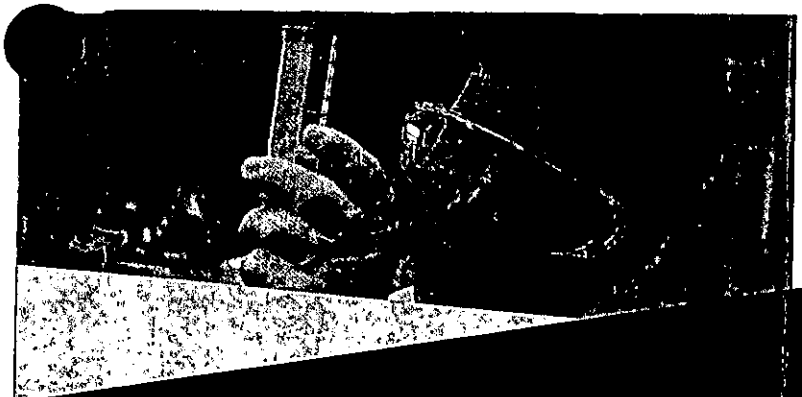
[June 5 to July 16, 2011]

NDSU NORTH DAKOTA STATE UNIVERSITY

explore your potential

If you enjoy an academic challenge and are interested in learning more about laboratory science, mathematics, information technology, English studies, performing arts or visual arts, we want you to apply and participate in the N.D. Governor's Schools.

"Governor's School was the best experience of my life! I'm so glad I did it, and it was worth every minute."
jade krause, performing arts, fairmount, n.d.



"Governor's School made my summer; it changed my life and how I look at things."
amber braun, science, wing, n.d.

invest in your fut

North Dakota Governor's Schools is a six-week residential program for scholastically motivated North Dakota high school sophomores and juniors. Students live, work and have fun on NDSU's campus. Governor's Schools offer high-quality, concentrated instruction from NDSU faculty through experiences, discussion groups, labs, field trips and other activities. It's an invaluable pre-college experience.

Typical Governor's Schools assignments include conducting research, reading, journaling, oral and poster presentations and collaborative projects. Evenings and weekends are reserved for recreational and fine arts activities. There is a midsession break over the July 4 holiday.

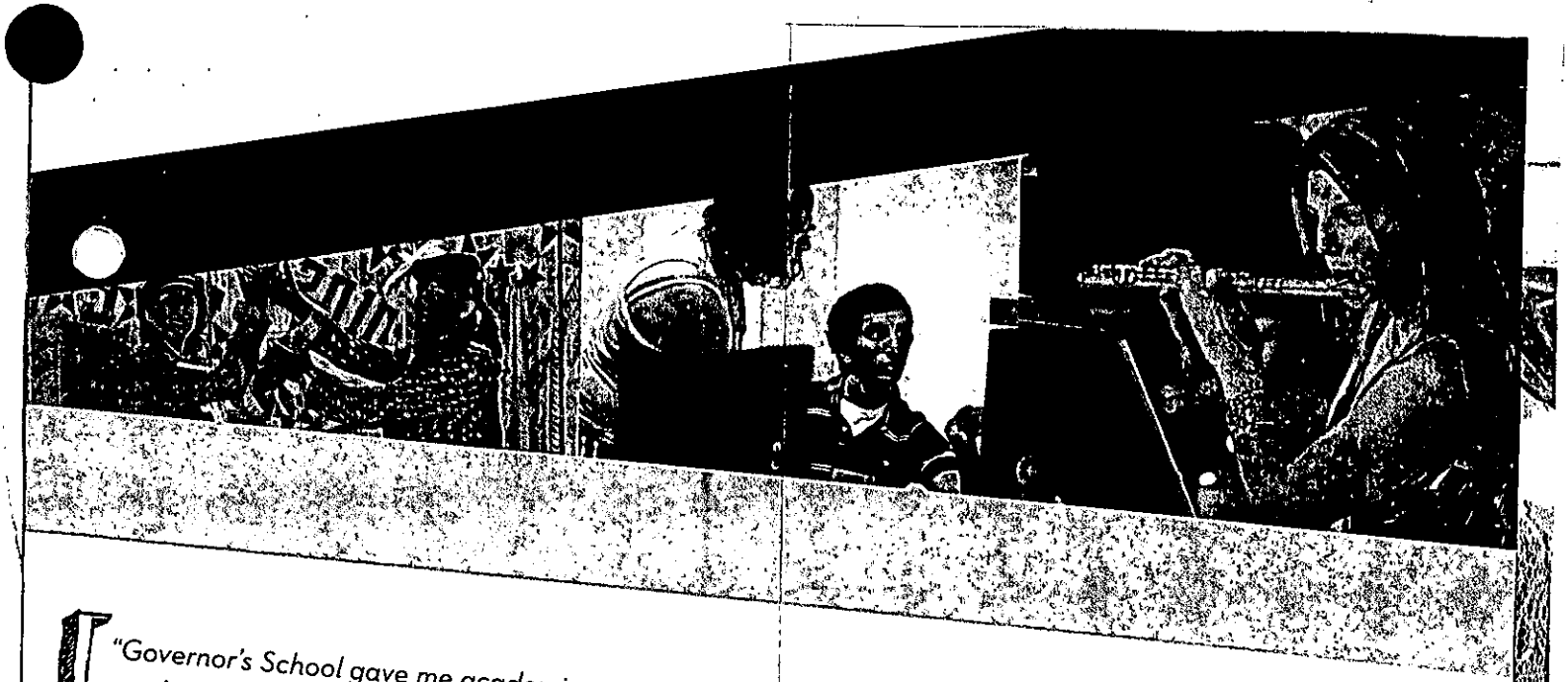
Governor's Schools students live in NDSU residence halls and eat in campus dining facilities. They are responsible for expenses such as laundry and snacks and must provide their own transportation to and from Fargo.

Laboratory science

Students will participate in a broad-based training program in laboratory science during the first week of Governor's Schools. They then will be paired with a mentor scientist and join a resear group (in biology, biochemistry, chemistry, materials science, pharmacy or physics) based on the student's interest and availability of projects. Here the student will further develop their laboratory skills and will learn quantitative data handling techniques. The students will present their research in a poster session during the final week of Governor's Schools.

Mathematics

The focus for the students in mathematics will be in select areas of mathematics theory, applied discrete mathematics and technology related to mathematics. Students also will learn about mathematics technology such as the functioning of graphics calculators and computer software.



[*"Governor's School gave me academic opportunities that I couldn't find anywhere else. It also put me in an environment that helped me grow and learn an enormous amount about myself, other Governor's School students who became great friends, and the world."*
marie goerger, science, wyndmere, n.d.]

are

Information technology

The information technology students will explore a broad range of computer skills and real world applications. Students will learn Internet technologies, including Web development and networking, as well as computer programming, with a focus on developing computer games. They will interact with area professionals and work on projects, both individually and in groups.

English studies

Students will experience a progressive, three-week program that introduces them to the multiple disciplines that comprise English studies. The program allows the students to concentrate their efforts in one of the following sub-disciplines: creative writing, literary studies, rhetoric, new media studies, linguistics or English education.

Performing arts*

Students participating in this program will immerse themselves in all aspects of the performing arts from acting technique, to dance, music, set design and construction, and costume design. In six weeks the students will develop and perform a vaudeville-style revue that will tour the state during the last week of Governor's Schools. Students who apply to this school must provide an audition DVD or VHS tape highlighting their theatrical, dance or musical abilities.

Visual arts*

Students will immerse themselves in different mediums such as printmaking, drawing, sculpting and visual graphics. The outcome of these concentrations will be to do public displays at gallery locations and perhaps at local shopping malls.

** These programs are offered alternating years. Performing Arts will be offered in 2012.*

GOVERNOR'S SCHOOL OF NORTH DAKOTA										PREPARED			
										May 5 2010			
										BY LONNIE HASS			
	Focus on		ARTS							Director			
			BUSINESS										
			MATHEMATICS										
			SCIENCE										
			English										
Future Needs				CURRENT			ADDITIONAL REQUESTED					TOTAL	
CURRENT FUNDING FROM STATE				$ 205,000.00	per year		$ 40,000.00	per year				$	245,000.00
											Biennium	$	490,000.00
RATIONALE													
ADDITIONAL AMOUNTS													
				Current			REQUEST			ADDITIONAL AMOUNT		NEEDED	
SCHOOL RECRUITING VISITS							$ 1,500.00					$	1,500.00
Student housing costs							$ 1,000.00					$	1,000.00
***Increase of English to a 6 week program							$ 20,000.00					$	20,000.00
NEEDED FOR FUTURE DIRECTOR													
Support for Outreach Director							$ 1,500.00					$	1,500.00
Administration Staff Increase				not covered last time			$ 10,000.00					$	10,000.00
SUPPORT STAFF (Center for Sci and Math)				not covered last time			$ 5,000.00					$	5,000.00
Supplies				inflation			$ 1,000.00					$	1,000.00
										Yearly TOTAL Increase		$	40,000.00

North Dakota Governor's School in English Studies Proposed Budget

(based on projected enrollment of 20 students)

Salaries and Wages

Administrative—		
Residence counselors/program assistants	2 @ $1500	$3000
Life and Learning	$40/student	$800
Fringe benefits @17.5%		$820
Instructional—		
English faculty	3 @ $3000	$9,000
Graduate instructors	2 @ $1500	$3000
Visiting writer #1		$1000
Visiting writer #2		$500
Speaker honorarium	3 @ $100	$300
Fringe benefits @ 17.5%		$2415
Technical—		
Online journal webmaster	1 @ $500	$500
Journal editor-in-chief	1 @ $500	$500
Fringe benefits @ 17.5%		$175

Remaining Operating Expenses

Computer equipment and software for online magazine	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	
Students 20@ $700	$14000
Resident counselors 2 @ $500	$1000
Governor's School closing reception 25 @ 6	$150

TOTAL COSTS		**$41,360**
Local Funds		(1,360)
	Total	$40,000 per year
	Total Biennium	$80,000

Cindy Nichols
Dept. of English
English Annex, SE 318F
North Dakota State University
Fargo, ND 58105

North Dakota State Legislature
c/o Lonnie Hass
Dept. of Math
North Dakota State University
Fargo, ND 58105

April 23, 2010

Dear Legislators:

Last summer 2009 I coordinated the first English Studies program for Governor's School with 9 students, and am currently preparing for our second summer at NDSU with 13 students. We are very excited about the possibilities of this program, and are hoping to be funded for two full six-week sessions over 2011-2012.

Formal student evaluations last summer rated the program highly on all counts, parents gave us very favorable informal feedback at the closing ceremony, and we have had positive follow-up communications with program graduates through this last winter. One of the English students was quoted,

"Gov School will change you more in just a few weeks, then almost any other way you can spend your summer. It's invigorating days, innovative learning, and imaginative people, all in one place."

Chamonix Martin

I work with a committee of four other English faculty and seven graduate students who are bursting with ideas and enthusiasm for a full English presence in ND Governor's School. Such a program ties in well with English Department research, teacher-training, and academic programs—and thus we expect to have an eager staff each summer. Our faculty these days is predominantly comprised of new tenure-track faces, and English Studies itself is an especially vibrant and dynamic field these days. (Governor's School students learn about a whole host of sub-disciplines: Literary Studies, Rhetoric, Creative Writing, Linguistics, English Education, New Media/Electronic Writing Studies, Technical Writing, and more. Most of these sub-disciplines are unavailable and unknown to high school students.)

We envision a six-week program which allows students both a general overview of English Studies as well as more truly concentrated study in their choice of sub-discipline. Going to six weeks will also allow us to develop what is currently a small magazine project, done online, into a possible, full-sized web journal available to the whole state and updated yearly.

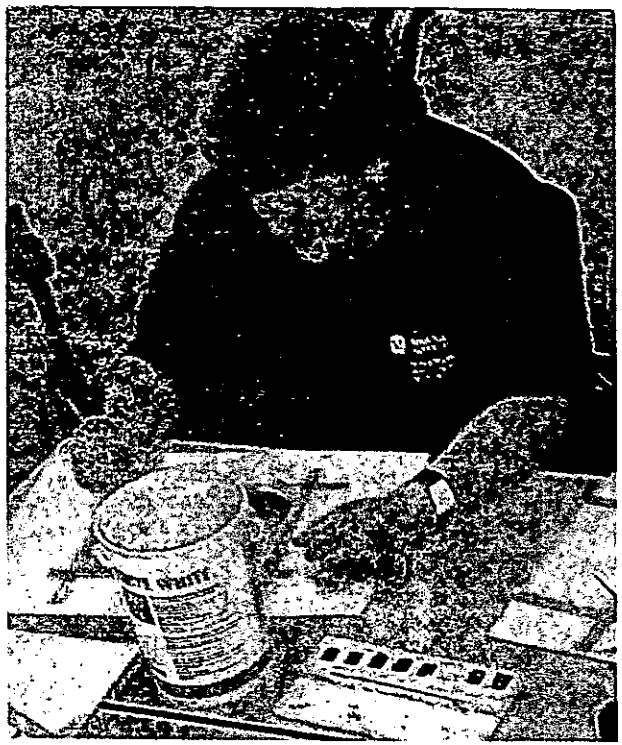
I hope you will consider funding us for the 2011-2012 biennium. I would be happy to send documentation of our first successful summer, including student evaluations and testimonials, as well as more detailed plans for a six-week session.

Thank you for your time,

Cynthia Nichols
Senior Lecturer, Dept. of English
North Dakota State University
218-236-8233
Cindy.Nichols@ndsu.edu

NPWP at a Glance

The *Northern Plains Writing Project* (NPWP) is a non-profit professional development network that promotes the National Writing Project model of "teachers teaching teachers." Its goal is to promote literacy education and educational improvement in North Dakota by offering pre-school, elementary, middle school, secondary, and university educators the opportunity to earn graduate courses offered at institutes, workshops, and retreats. Teachers develop professional networks and exemplary methods of classroom instruction for using writing as a learning tool and for teaching writing.



Northern Plains Writing Project

Ron Fischer, Director

TO APPLY: Visit the NPWP Web site

http://www.misu.nodak.edu/npwp

Call or e-mail Ron Fischer:

701-858-[redacted] • ron.fischer@minotstateu.edu

Non-Profit Org
U.S. Postage
PAID
Permit No. 13
Minot, ND 58701

Minot State UNIVERSITY

Northern Plains Writing Project (450)
500 University Ave W
Minot, ND 58707

Minot State UNIVERSITY

Northern Plains Writing Project

Teachers Teaching Teachers!

2010 Summer Institutes

Pre-Institute: June 5, 2010

Bismarck and Minot
Summer Institutes: July 6-30, 2010

Advanced Institute: July 6-23, 2010

Programs We Offer

All Teachers K-16, All Disciplines

Two of the exciting programs offered by the *Northern Plains Writing Project* are the **Summer Institute** and the **Advanced Institute.** These Institutes allow teachers to develop professionally while obtaining graduate credits, and if desired, a graduate degree.

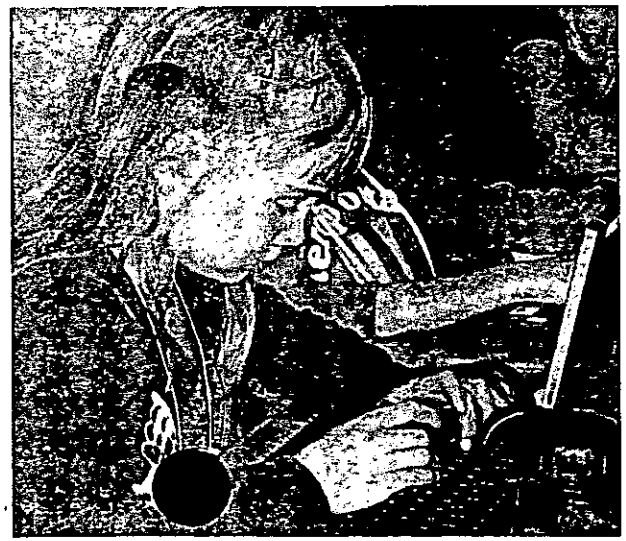
In addition, the *Northern Plains Writing Project's Young Writers Institute* gives elementary, middle, and secondary students an opportunity to use their imaginations and write creatively.

The Young Writers workshops are taught by *NPWP* fellows, which allows these teachers to develop and test creative learning projects for their students.

Young Writers Institutes

MINOT
- Ages 8-11: June 1-4, 2010
- Ages 12-15: June 8-11, 2010

BISMARCK
- Ages 8-18: June 1-4, 2010 (9-noon)
- Ages 8-18: August 2-5 (1-4 p.m.)



Benefits

Institute participants earn six graduate credits for attending the **Summer Institute** and another six graduate credits for attending the **Advanced Institute.** If desired, and if the teacher is accepted into Minot State University's Graduate Program, these 12 credits can be applied to the Master of Education Program as an English Concentration. The Summer Institutes are held in both Minot and Bismarck.

Through the National Writing Project Grant, the *Northern Plains Writing Project* receives both Federal and State funds that are used to pay for students' tuition and fees—a stipend of $1,300. Additionally, *NPWP* contributes $50 to the cost of instructional materials (books, etc.).

Institute Dates

Pre-Institute: June 5, 2010

MINOT
- Summer Institute: July 6-July 30, 2010
- Advanced Institute: July 6-July 23, 2010

BISMARCK: Summer Institute: July 6-July 30, 2010

Helping Others

Teachers Teaching Teachers!

After attending the Summer Institutes, *NPWP* helps teaching fellows bring their teaching and learning activities into educational communities—schools and professional conferences—through demonstrations and in-service workshops. *NPWP's* Continuity Program allows fellows to develop workshops and share their learning through institutes, in-service programs, conferences, and publications.

APPLICATION DEADLINE: MAY 1[illegible]2010

North Dakota Teacher Center Network

www.sendit.nodak.edu/tcn
sdt-tcn@listserv.nodak.edu
701.857.4467

Testimony of Deb Sisco
North Dakota Teacher Center Network President
SB 2013

Chairman Holmberg and Committee Members:

My name is Deb Sisco, and I appreciate the opportunity to speak on behalf of the North Dakota Teacher Center Network. I am the Network president and also director of the Minot Area Teacher Center.

Since their inception over 30 years ago, North Dakota Teacher Centers have been providing professional development, instructional resources and educational equipment to educators throughout North Dakota. Teachers can find anything from text books to a $17,000 portable planetarium system.

There are nine Teacher Centers strategically placed throughout the state of North Dakota. These Centers serve as a clearinghouse for resources and professional development for all school districts in North Dakota. They collaborate with many agencies to provide information, professional development activities and resource materials for teachers. Examples of their collaborative efforts include:

- Partnering with Regional Education Associations (REAs) to grow professional development opportunities for educators.
- Partnering with Department of Public Instruction to offer HIV/STDS trainings and materials for use in the classroom.
- Partnering with ND Game and Fish to hands-on wildlife boxes for classroom use and teacher training.
- Partnering with ND Forestry Department for training and classroom materials.

In the brochure you will find:

- The Teacher Center Network mission statement.
- Who we serve and the types of activities we provide.
- Financial support.
- A listing of all nine Center locations and the director's name.

I ask that you continue to support the Teacher Center Network. With increased funding, we can assure you it will be used to benefit education in North Dakota. As you can see from the graph on page one of the brochure, students are the ones who really benefit the most.

Our funding request for the 2011-2013 biennium is $540,000. This would give each Center $30,000 per year, which would allow the directors to expand the services provided to teachers and students.

Through our resources and professional development services, we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.

North Dakota Teacher Center Network

Mission

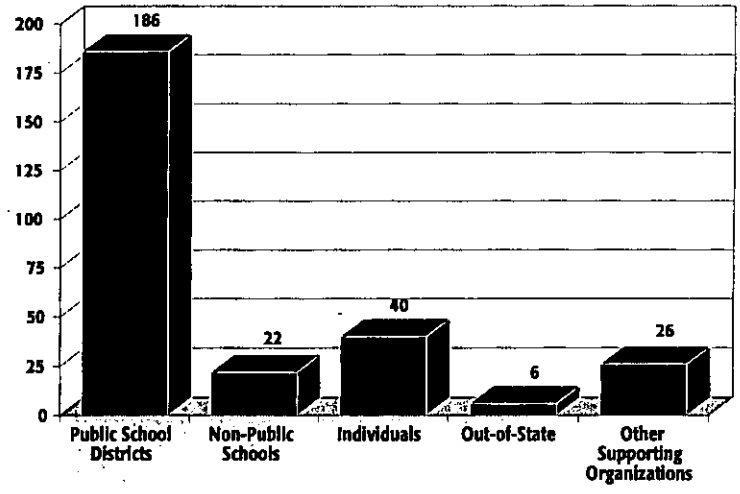
The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

Results

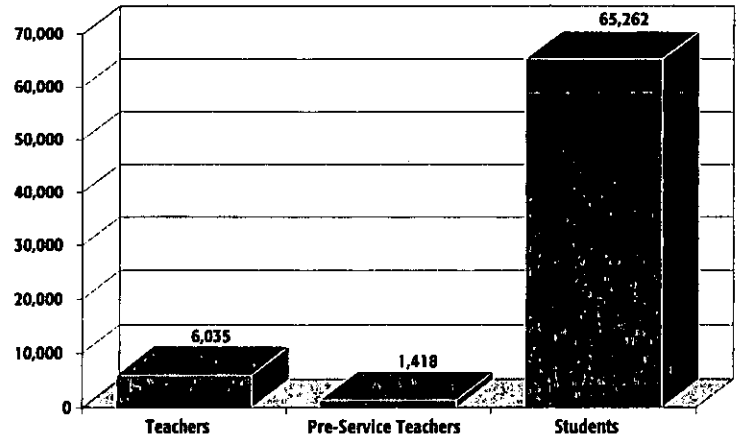
For more than 30 years, the NDTCN has been providing quality professional development and services to educators throughout North Dakota. During the 2009-2010 school year, the NDTCN:

- Served 6,035 teachers, 1,418 pre-service teachers and 65,262 students.
- Offered 207 educational courses to 8,978 participants.
- Partnered with 85 non-school educational agencies within North Dakota and Minnesota.
- Supported 280 dues-paying members, including public school districts, non-public schools and individuals.
- Made available for check out thousands of educational resources.
- Distributed informational newsletters monthly.

Types of Members



Clients Served



Network Impact

Teacher Centers have helped practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning for over 30 years.

- Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment.
- Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, REAs, state and federal agencies, and institutions of higher education.

Each of the nine Teacher Centers has evolved to best meet the needs of the teachers and students in its region. Some Centers are based at universities; others are located within REAs or school districts.

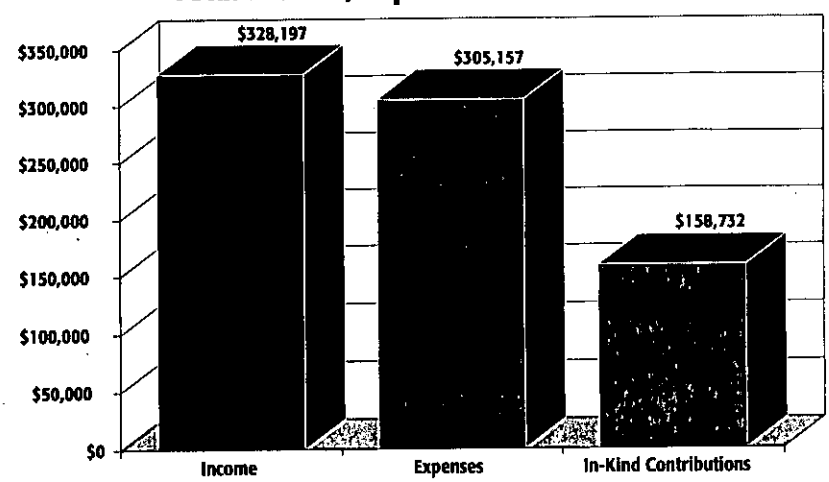
Teacher Centers offer much more than just workshops and classes for teachers and education students. Centers help teachers learn best practices and implement new knowledge and skills in their classrooms.

State funds are used by the Teacher Centers to leverage significant additional resources to serve teachers and students. Teacher Centers raise almost half of their revenue through membership dues, program fees and grants, and they receive in-kind contributions almost equal to their state funding.

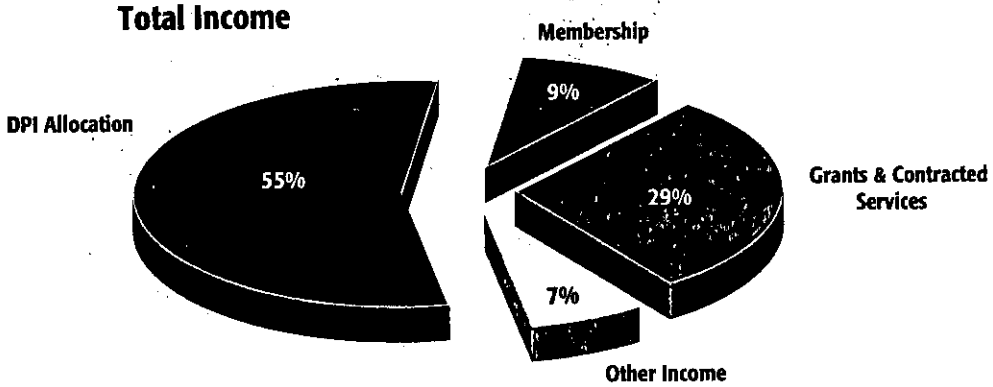
Financial Support

The Teacher Centers rely on two types of financial support: income and in-kind contributions. In 2009-2010, the nine Centers reported combined income and in-kind contributions of $486,929. Both sources are critical to the continued operation of the Centers.

Total Income, Expenses & In-Kind Contributions



Total Income



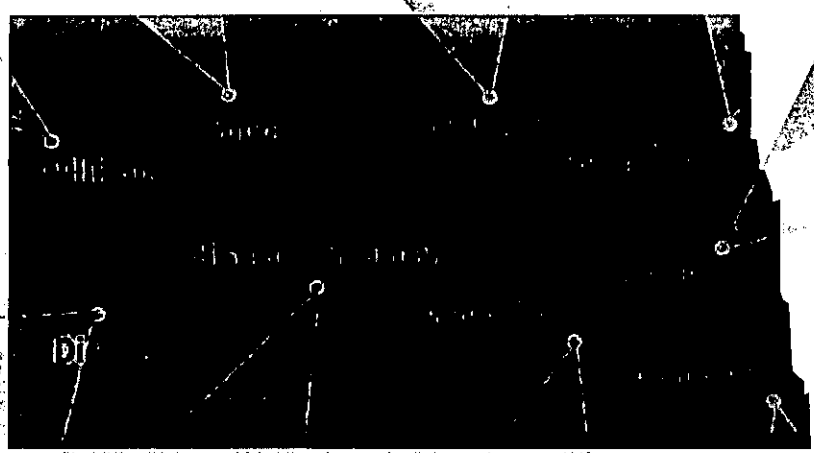
Network Activities

The **Minot Area Teacher Center** partners with ND Game and Fish to host Cast Fishing every summer. Teachers and students participate in an hour-long fishing session at the State Fair Pond.

The **Lake Region Teacher Center** co-hosted the second annual Tech Academy last summer. Teachers gather to earn continuing education credits while participating in a week of technology classes.

The **Grand Forks Area Teacher Center** collaborates with the University of North Dakota to hold Super Science Saturdays. Elementary students participate in hands-on science experiments while their teachers go home with curriculum packets featuring activities using Center resources.

The **Williston Area Teacher Center** and the Great Northwest Education Cooperative worked together to host the North Dakota Geographic Alliance Summer Institute. Teachers from all the state spent five days learning North Dakota agriculture, geography, history and energy.



The **Mayville Area Teacher Center** works with Mayville State University and STEM Education Departments to provide experiences for pre-service teachers by providing the opportunity to teach a nature unit along the Goose River, present lessons in math, science and music, and develop STEM units using resources housed in the Teacher Center.

The **West River Area Teacher Center** coordinates the Cultural World Voices Ambassadors for Understanding partnership between Dickinson State University and the [illegible] of Southwest North Dakota. The project introduces and builds a deeper understanding of different cultures between local students and university international students.

The **Valley City Area Teacher Center** hosts StarLab training. Teachers spend time learning about astronomy at the Valley City State University Planetarium and Medicine Wheel before bringing the StarLab back to their classrooms.

The Bismarck Area Teacher Center hosts many groups of education students each year. These pre-service teachers become familiar with the Center, while learning to develop their own curriculum and lesson plans and continue using its resources once they have their own classrooms.

The Wahpeton Area Teacher Center ensures its teachers are able to attend conferences and professional development activities by supplementing registration fees and providing substitute teachers when necessary.

Network Contact Information

Teacher Centers

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NDTCN

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Telephone: 701-355-4458

Education Standards and Practices Board
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Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
http://www.nd.gov/espb

Testimony on SB 2013

By

Janet Placek Welk

Good morning, Mister Chairman and Members of the Senate Appropriations Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide testimony on SB 2013, Section 1, Page 2, Line 8, National Board Certification. North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is $1250 with the federal government match those dollars for a total cost of $2500. If 17 applications were received at $1250 each, this assessment would cost $21,250 dollars or a total of $42,500 for the biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost $1150 or a total of $3450 each year or a total of $6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay $1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the

state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately $30,000 each year or a total of $60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is $109,400.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

Education Standards and Practices Board
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Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
http://www.nd.gov/espb

Testimony on SB 2013 Section 2, Line 31 ESPB Database

By

Janet Welk

Good morning, Mister Chairman and Members of the Senate Appropriations Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide testimony on SB 2013, Section 2, Page 3, Line 31, ESPB database.

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that are required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system. During the years as the mainframe was rewritten into a modern database, the federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars.

Accountability in education is a high priority for both state and federal

governments. State Longitudinal Data Systems are being developed nationally, an increasing number of states are now linking students and their teachers to the teacher's institution of higher education. North Dakota hopefully will be able to provide this data as well. States are also developing performance-based teacher compensations plans which will also require additional data. Secondly, the Bush Foundation is working with two of North Dakota's public institutions and will be researching the impact of student achievement based on the education of the teacher. They will be the first in the State of North Dakota to link student data to teacher data to the institution.

This continued maintenance and development of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

North Dakota LEAD CENTER

Leadership & Educational Administration Development

121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

Testimony on SB 2013

By

Dr. Jim Stenehjem, Director—ND LEAD

Chairman Holmberg and members of the Committee, for the record my name is Jim Stenehjem and I am the Director of the ND LEAD Center and I am here to testify in support of the increase in funding for the ND LEAD Center during the 2011-2013 biennium.

The North Dakota Leadership & Educational Administration Development (LEAD) Center was established in 1987 as part of a national educational improvement initiative. It is interesting that in 2011, the No Child Left Behind National Initiative has fundamentally changed our mission in schools from providing opportunities for students to learn, to ensuring all students are prepared for the next level of learning, whether that is the world of work or higher education. Quality leadership is critical during this time of changing expectations.

The North Dakota LEAD Center is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. LEAD's energies are focused in three areas: **professional development programs, support services, and technical assistance** to schools including a resource library, and **collaborating with universities** in an early career and future leader development program to identify and develop beginning school leaders.

During the past twenty three years the ND LEAD Center has provided over 580 workshops to over 11,000 participants. A list of the types of workshops and services is attached. One of our initiatives over the past two years has been on collaboration where we have worked with Missouri River Educational Cooperative to pilot a collaboration project with teachers who are isolated by geography and are collaborating on a weekly basis with three or four other teachers of the same grade level or subject area, using a video conferencing tool. Our vision is that every educator will be able to collaborate with other educators of the same grade level or content area on a regular basis without leaving their schools.

ND LEAD is requesting an increase of $15,000 over the 2011-2013 biennium. This request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees.

Chairman Holmberg and members of the Senate Appropriations Committee, this concludes my testimony. I have attached additional information about the ND LEAD Center to my testimony that you may read at your convenience. I encourage your committee to support the increase in funding to the ND LEAD Center. At this time I would be happy to answer any questions that you have in regard to my testimony.

"Developing Excellence in Educational Leadership"

North Dakota LEAD CENTER

The North Dakota LEAD Center is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center provides professional development programs and services to public and nonpublic school leaders and individuals preparing to become educational leaders. LEAD's energies are focused in three areas: ***professional development programs, support services and technical assistance*** *to schools including a* ***resource library****, and collaborating with universities in an* ***early career and future leader development*** *program to identify and develop beginning school leaders.*

ABOUT NDLEAD

The North Dakota Leadership & Educational Administration Development (LEAD) Center was established in 1987 as part of a national educational improvement initiative. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees. LEAD's governing body is a twelve-member board of directors. The board is comprised of representatives of the North Dakota Council of Educational Leaders (NDCEL), the Department of Public Instruction (DPI), the ND Department of Career and Technical Education (NDCTE), the University of North Dakota (UND), Tri-College University (TCU), the University of Mary, and minorities.

RESOURCE LIBRARY

An extensive library of videos, dvd's, cassette tapes, and cds are available for North Dakota Educational Leaders. This library is online, and can be accessed by going to ndlead.k12.nd.us Users are charged a minimal fee for postage and handling.

ONLINE TOOLS

A number of online assessment tools have been developed and are available to North Dakota Educational Leaders. These are available for free in paper versions, or at a minimal fee of $50 for online versions. The following is a list of online tools available.

- How Well Do We Serve Each Student
- Academic Rigor and Support
- Breaking Ranks II Recommendations
- Core 1 - Collaborative Leadership and Professional Learning Communities
- Core 2 - Personalization and the School Environment
- Core 3 - Curriculum, Instruction, and Assessment
- Parent Survey
- Faculty Survey
- Student 7-12 Survey
- Student 3-6 Survey
- Transforming Concepts of a World-Class Organization (WCO) Survey: Quality Concepts (QC) Survey
- Test Support and Deterrent Analysis
- 21st Century School Administrator Skills (SAS)
- Educational Leadership Profile (ELP)
- Superintendent Leadership Assessment (SLA)

PROGRAMS AND SERVICES

Breaking Ranks II – (One two-day session) This program aims to improve the learning experience of every high school student by providing high school principals and high school leadership teams with strategies for implementing successful school improvement initiatives.

Breaking Ranks In the Middle – (One two-day session) This program aims to improve the learning experience of every middle level school student by providing middle level principals and middle level school leadership teams with strategies for implementing successful school improvement initiatives.

Communication Styles – People develop habits of communicating and interacting with others by repeating behaviors that make them feel comfortable or meet their needs. Understanding these habits and behavior patterns, understanding why people affect each other the way they do, and learning how to use this information for more effective communication and more productive teams are the themes emphasized in the Communication Styles program. Participants discover their own tendencies and strengths and weaknesses, along with those of others, using the DiSC Personal Profile System, a nationally recognized instrument for identifying interpersonal behavior patterns. Participants expand their interpersonal communication skills through simulations and role-plays

Communications for Effective Leaders – (One two day session) This workshop is based on Crucial Confrontations Training which directly addresses gaps between expectations and performance with a model that ensures individual, team, and organizational effectiveness. Participants learn to hold people accountable, master face-to-face performance discussions, motivate without using power, enable without taking over, and move to action. Crucial Confrontations Training will improve results and enhance relationships.

Data, Standards, & Learning – (Two two-day sessions) This two part workshop is developed to sharpen leader's understanding of the research on effective schools, the use of data to assess student performance and programs, and the skills to communicate results.

Instructional Leadership Academy – (45 hours over three sessions) The most important job of a school leader is providing leadership that results in improved student learning. Effective instructional leaders possess knowledge and skills in three major areas: curriculum, instruction, and assessments. The Instructional Leadership Academy focuses primarily on the knowledge and skill base required to improve instruction in a school.

LEAD State Assessment STARS Data Workshop – (One-day session) In this workshop participants work with ND LEAD produced pivotTables to provide an analysis of the state assessment results from last year, broken down by subgroups, grades, and gender. You will receive tools to help produce charts that show your trend data by grades. It's great to have a team of administrators and staff attend who will be working with the school state assessment results.

Leading Professional Learning Communities – (One two-day session) This workshop is designed to provide school leaders and leadership teams the knowledge of what a professional learning community is, and how to get started implementing the concepts in your school or district. Professional Learning Communities provide great potential to really improve student performance and may be the most logical step for North Dakota schools to move from good to great.

Legal Situations in Education – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in responding to situations in a school setting that may have legal implications. Participants will learn to analyze and interpret complex issues, become more confident in decision-making, use sensitivity and judgment in responding to situations, and sharpen their oral and written communication skills.

Legal Situations in Education II: Preparing for Non-renewal and Dismissal – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in preparing for the non-renewal and dismissal process regarding teacher contracts. Participants will learn the legal requirements to sustain a charge for non-renewal and dismissal, develop competency in preparing documentation to support a charge for non-renewal and dismissal, and develop confidence in making decisions about whether or not to proceed with the process of non-renewal or dismissal.

Strategic Exploration – (One or two-day session) This process has been developed to help schools and organizations plan for the future. The Joel Barker Implications Wheel is utilized with participants as future implications are developed around a central question. The Implications Wheel® is one of Joel Barker's Strategic Exploration Tools and one that best exemplifies the use of the "Scouting" metaphor. It is designed to explore the implications, positive and negative, an event, a trend, an innovation, or a new strategic objective. It is designed to be fast, qualitative, scout in many directions, and provide decision-enhancing information.

Team Dimensions – (One or two-day session) The purpose of this program is to help educational leaders to better understand the various strengths and approaches individuals bring to a team and how these factors influence individual's attitudes and receptiveness to change. Participants learn about the change cycle and typical patterns of behavior people exhibit while they experience change. Participants also learn about people's preferences and natural tendencies that might enhance or detract from an innovation team's efforts to create, advance, refine, and execute a new idea. Team Dimensions participants discover their own preferences and strengths and weaknesses, along with those of others, using the Team Dimensions Profile, a nationally recognized instrument for identifying one's aptitude and attitude for innovation and change. Participants expand their skills for leading and managing change through simulations and role-plays.

Time Management – (One two-day session) School Leaders continually are challenged to make the most effective and efficient use of their time while balancing the demands of their professional and personal lives. This program is designed to help participants exercise greater control over their time and their lives by understanding and applying universal time management principles and strategies. Program participants receive materials and instruction in use of the Franklin Day Planner System, recognized worldwide as a comprehensive, whole-life time management system. Time Management is offered as a one-day seminar with individual follow-up.

EARLY CAREER & FUTURE LEADER DEVELOPMENT

In a cooperative effort with three universities, the ND LEAD Center aims to promote better-trained school leaders and more effective schools through identifying and developing aspiring school leaders and supporting them through mentoring relationships with practitioners in the field. Major components of the project include: 1) an activity to identify and recruit school leaders (Aspiring School Leaders Conference), 2) assessment activities to identify, select, and develop school leaders (Developmental Assessment Center; Developing the 21st Century Principal), and 3) development and support activities (Mentoring and Coaching; Early-Career School Leaders Conference).

Aspiring School Leaders' Conference – This program aims to provide information and assistance to help aspiring school leaders address two questions: 1) "Is school leadership right for me?" and 2) "Am I right for school leadership?" During this program, participants interact with successful school principals and experience "what it's like to be a principal" through job-like simulations. Participants also receive information about credentialing requirements, graduate school preparation programs, and current trends in professional development for school administrators.

Developing the 21st Century Principal (D21) – D21 is a comprehensive assessment process that identifies performance abilities in three general areas of educational leadership and nine specific skill dimensions identified as critical for success in the principalship. The process serves as an authentic performance demonstration at the end of graduate students' preparation programs in educational leadership. It also provides participants with objective information about their leadership strengths and improvement needs to be used in preparing for on-the-job performance and planning future professional development activities.

D21 Assessor Training – The D21 program is staffed by experienced practitioners, called "assessors," who have been specially trained to observe, record, and analyze behavior; provide

For more information, write or call:

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Testimony
Senate Bill 2013
Senate Appropriations Committee
Tuesday, January 11, 2011: 8:30 a.m.
North Dakota Department of Health

Good morning, Chairman Holmberg and members of the Senate Appropriations Committee. My name is Kim Mertz, and I am the Director of the Division of Family Health for the North Dakota Department of Health. I am here today to provide testimony in support of Senate Bill 2013 and the financial support it provides for the North Dakota Early Childhood Education Council which has had positive effects in helping to further the early childhood efforts of the North Dakota Department of Health.

The North Dakota Early Childhood Education Council (NDECEC) was charged to understand and address the needs of early childhood education, which is defined as all education activity prior to the kindergarten year. Early childhood education includes many programs that range from child care, federal programs such as Head Start, private and publicly funded pre-kindergarten, and the professional development that is needed to ensure quality instruction.

The NDECEC is comprised of 21 members and was chaired by Governor Jack Dalrymple, who was the Lieutenant Governor at the time. The council reviewed the topics of professional development and higher education through the approach of a career ladder plan, preschool and child-care offerings, information that could be entered into the North Dakota Longitudinal Data Collection and the quality rating program for early childhood programs. The council's recommendations were compiled into a report that was submitted to the Governor's Office, Commission on Education Improvement and the Legislative Assembly.

The North Dakota Early Childhood Comprehensive System (ECCS) program grant is administered by the North Dakota Department of Health, Division of Family Health. The purpose of the ECCS program is to support a comprehensive early childhood system by building infrastructure and capacity for young children. With the recent establishment of the North Dakota Early Childhood Education Council and their goals, the stakeholders of the ECCS have been able to enhance collaboration and improve communication and early childhood services by realigning goals and activities.

It has been the experience of the ECCS program that funding to support attendance at meetings is an important component to maintain the involvement of individuals who provide valuable insight into early childhood issues. Many early childhood professionals are willing to contribute their time and expertise, but require travel and per diem expenses to attend meetings, as these expenses may not be available to them personally or through their organization. Without financial support, some members may need to limit their participation in meetings, hence impacting the success of early childhood efforts.

The North Dakota Department of Health's ECCS program director is a committed member of the council. With the combined efforts of these two groups, North Dakota is positioned to build a successful comprehensive, high-quality early childhood system.

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

Senate Appropriations Committee

January 11, 2011

Testimony by
Jon Martinson, Executive Director
North Dakota School Boards Association

The North Dakota School Boards Association and the North Dakota Department of Instruction, in cooperation with Atlantik-Brucke, cooperate to provide study/tours of Germany for social studies teachers. Over 600 American teachers from various states have participated in this study tour to date.

The purpose of the study/tour is to deepen knowledge of social studies teachers about German/American relations, the Holocaust, post-WWII Germany, and to promote a better understanding between the United States and Germany.

Atlantik-Brucke, a non-profit organization located in Berlin, invited teachers from North Dakota to participate in this intensive two-week program in 2006, 2008, and 2010. Last year, ten North Dakota teachers visited with business and industry leaders, government officials, journalists, teachers, and students. The itinerary included visits to Berlin, Dresden, Frankfurt, Stuttgart, Hildesheim, and Sachenhausen, a former concentration camp.

As Project Director for the study/tour in North Dakota, I am requesting your support to continue the appropriation of $75,000 for this professional development opportunity for our social studies teachers.

Thank you for your consideration.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1	2	3	4	5	6
PRIORITY	**DESCRIPTION**	**2009-11 APPROPRIATION (Base Budget)**	**2011-13 DEPARTMENT REQUEST**	**2011-13 EXECUTIVE RECOMMENDATION**	**DIFFERENCE BETWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)**
1	General Fund Operating	$3,602,319	$885,880	$551,880	$334,000
2	General Fund Salary	$4,337,836	$76,692	$76,692	$0
3	MIS - STARS Maintenance / Development	$0	$878,000 [1]	$384,000	$494,000
4	State Assessment System	$1,417,928	$2,373,900	$763,586	$1,610,314
5	Language Arts (Writing) Standards	$0	$310,000	$0	$310,000
6	Math & English Language Arts (Content Standards	$0	$650,000	$0	$650,000
7	Foreign Language & the Arts (Standards Revision)	$0	$590,000	$0	$590,000
8	Adult Education - Adult Learning Centers	$1,850,000	$1,800,000	$0	$1,800,000
9	NDMILE	$0	$750,000	$0	$750,000
10	Professional Development Program	$0	$1,000,000	$0	$1,000,000
	TOTAL GENERAL FUNDS	**$11,208,083**	**$9,314,472**	**$1,776,158**	**$7,538,314**

[1] $500,000 - One-Time Funding

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

1	2	3		4	5	6
NUMBER	DESCRIPTION	2009-11 APPROPRIATION (Base Budget)		2011-13 DEPARTMENT REQUEST	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 4 - Column 5)
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	$20,000
12	Red River Writing Project	$70,000		$5,000	$0	$5,000
13	We The People Program	$18,000		$4,000	$4,000	$0
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	$90,000
15	North Central Council of School Television	$445,000		$75,000	$0	$75,000
16	North Dakota Governor's School	$410,000		$80,000	$0	$80,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	$180,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0
21	North Dakota LEAD Center	$260,000		$15,000	$0	$15,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**$465,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

Prepared by the North Dakota Legislative Council staff

February 2011

SUMMARY OF ENGROSSED SENATE BILL NO. 2150

Section 1
(Amendment of Section 15.1-07-33)
Student Information System - Statewide Coordination - Financial Support - Exemption

This section directs the Superintendent of Public Instruction to forward that portion of a school district's state aid which is attributable to the acquisition and use of PowerSchool and any related technology support services directly to the Information Technology Department. If the amount forwarded exceeds the cost incurred by the Information Technology Department, it must be returned to the school district as per student payments. This section also allows the Superintendent of Public Instruction to exempt a school district from having to acquire and utilize PowerSchool if the school district demonstrates that it is using a comparable system in accordance with Bureau of Indian Education requirements.

Section 2
(Amendment of Section 15.1-09-58)
Early Childhood Education - Authorization - Support

This section authorizes the board of a school district to support an early childhood education program with local tax revenues, other than those necessary to support the district's kindergarten program and the provision of elementary and high school educational services, as well as state and federal money, and gifts, grants, and donations.

Section 3
(Amendment of Section 15.1-09.1-02)
Regional Education Association - Joint Powers Agreement - Review by Superintendent of Public Instruction - Criteria

This section removes the list of administrative functions and student services that were statutorily required of a regional education association. The section also provides that each member of a regional education association's governing board must be an individual currently serving on the board of a participating school district or the designee of a participating school district's board.

Section 4
(New Section to Chapter 15.1-09.1)
Regional Education Association - Services to Be Offered

This section requires a regional education association to offer coordination and facilitation of professional development activities for teachers and administrators employed by its member districts; supplementation of technology support services; assistance with achieving school improvement goals identified by the Superintendent of Public Instruction; assistance with the collection, analysis, and interpretation of student achievement data; and assistance with the expansion and enrichment of curricular offerings.

Section 5
(New Section to Chapter 15.1-18.2)
Professional Development Advisory Committee - Compensation of Members

This section provides expense reimbursement for members of the Professional Development Advisory Committee.

Section 6
(Amendment of Section 15.1-20-01)
Compulsory Attendance

This section provides that a student's formal schooling must begin with a kindergarten program that meets the requirements of Section 15.1-22-02 and must include all other grades from 1 through 12. The section sets the ages of compulsory attendance at 6 and 16 through June 30, 2015, and at 6 and 17 thereafter.

Section 7
(Amendment of Section 15.1-21-02.1)
High School Diploma - Minimum Requirements

This section clarifies that in order to obtain a high school diploma, a student must have successfully completed the statutorily required 22 units of high school coursework and any additional units required by the entity issuing the diploma.

Section 8
(New Section to Chapter 15.1-21)
High School Graduation - Minimum Requirements

This section articulates the 22 units of high school coursework which constitute the minimum requirement for high school graduation.

Section 9
(Amendment of Section 15.1-21-02.4)
North Dakota Career and Technical Education Scholarship

This section clarifies the requirements for a North Dakota career and technical education scholarship and provides that the requirements for a 3.0 grade point average (GPA) may be calculated using all high school units in which the student was enrolled or only the statutorily required units. The section also allows a student to select American sign language from one

Section 10
(Amendment of Section 15.1-21-02.5)
North Dakota Academic Scholarship

This section clarifies the requirements for a North Dakota academic scholarship and provides that the requirements for a 3.0 GPA may be calculated using all high school units in which the student was enrolled or only the statutorily required units. The section also allows a student to take American sign language rather than two units of the same foreign or Native American language.

Section 11
(Amendment of Section 15.1-21-02.6)
North Dakota Scholarship - Amount - Applicability

This section provides that if a student meets the statutory requirements for a scholarship, the student is entitled to receive $1,500 at the beginning of the student's first year of higher education. Beginning with the student's second year of higher education, the scholarship amount is $750 per semester and is payable provided the student maintains a cumulative GPA of 2.75 and maintains enrollment in a minimum of 15 hours. If at the conclusion of the student's first year, or any semester thereafter, a student has failed to meet the requirements for a scholarship, the student, at the conclusion of the ensuing semester, may apply to the State Board of Higher Education for reinstatement of the scholarship. If a student fails to meet the statutory requirements for a second time, that student may not receive any additional scholarships under this section. The State Board of Higher Education is directed to monitor the academic performance of each scholarship recipient and to provide notification to the recipient within five days if the recipient has failed to meet the statutory requirements.

Section 12
(New Section to Chapter 15.1-21)
North Dakota Scholarship Fund - Biannual Transfer - Continuing Appropriation

This section requires the State Treasurer to biannually transfer from the interest and income of the lands and minerals trust fund to the North Dakota scholarship fund the amount necessary to provide the North Dakota academic scholarships and the North Dakota career and technical education scholarships.

Section 13
(Amendment of Section 15.1-21-08)
Reading, Mathematics, and Science - Administration of Test

This section removes date-specific language related to the administration of the state assessments.

Section 14
(Amendment of Section 15.1-21-18)
Career Interest Inventory - Educational and Career Planning - Consultation

This section requires each school district to provide students in grade 7 or 8 with an individual consultative process or a nine-week course, for the purpose of discussing the results of their career interest inventory, selecting high school courses appropriate to their educational pursuits and career interests, and developing individual high school education plans. The section requires each school district to notify students that they are entitled to a consultative review at least once during each high school grade and to provide the consultative review when requested to do so.

Section 15
(Amendment of Section 15.1-21-19)
Summative Assessment - Selection - Cost - Exemptions

This section provides that a student who takes the ACT must take the writing portion as well and further provides that the cost is to be borne by the state.

Section 16
(Amendment of Section 15.1-22-01)
Kindergarten - Establishment by Board - Request by Parent - Levy

This section requires the board of a school district to provide at least a half-day kindergarten program or pay the tuition for a student to attend at least a half-day kindergarten program in another school district.

Section 17
(Amendment of Section 15.1-27-03.1)
Weighted Average Daily Membership - Determination

This section clarifies English language learner proficiency categories, provides that the English language learner weighting factor is not applicable to students who have been in the third of six proficiency categories for more than three years, and sets 0.10 as the factor for students enrolled in certain isolated school districts. The section also sets 0.006 as the factor for students enrolled in school districts that have or are in the process of acquiring PowerSchool.

Section 18
(Amendment of Section 15.1-27-03.1 - Effective as of July 1, 2013)
Weighted Average Daily Membership - Determination

Beginning July 1, 2013, this section establishes a weighting factor of 0.20 for students in grades 6 through 8 who are enrolled in an alternative education program for at least an average of 15 hours per week.

Section 19
(Amendment of Section 15.1-27-04)
Per Student Payment Rate

This section sets the per student payment rate at $3,961 for both years of the biennium.

Section 20
(Amendment of Section 15.1-27-07.2)
Baseline Funding - Determination - Minimum and Maximum Allowable Increases

This section provides that the total amount of state aid payable to a district per weighted student unit, less any amount received as equity payments per weighted student unit, may not exceed a maximum of 142 percent of the baseline funding for the 2011-12 school year. No maximum is established for any year thereafter.

Section 21
(Amendment of Section 15.1-27-11)
Equity Payments

This section provides that in determining the statewide average imputed taxable valuation per student for purposes of equity payments, the Superintendent of Public Instruction may not include any school district, which if included in the calculation would have an imputed taxable valuation per student that is three times greater than the statewide average imputed taxable valuation per student and any school district, which if included in the calculation would have an imputed taxable valuation per student that is less than one-fifth of the statewide average imputed taxable valuation per student. In addition, the section clarifies the determination of imputed taxable valuation by providing that the divisor is to be the district's general fund mill levy for taxable year 2008.

Section 22
(Amendment of Section 15.1-27-35.3)
Payments to School Districts - Unobligated General Fund Balance

This section provides that federal education jobs fund program money received by a school district may not be included in a district's unobligated general fund balance for purposes of determining state aid.

Section 23
(Amendment of Section 15.1-37-01)
Early Childhood Education Program - Approval

This section limits enrollment in approved early childhood education programs to students who have reached age 4 before August first of the year of enrollment.

Section 24
Isolated Schools - Transition Payments

This section provides transition payments to school districts that had been receiving additional payments because they contained an isolated school but which do not qualify for the isolated payment factor, as proposed under this Act.

Section 25
Transportation Grants - Distribution

This section increases state transportation aid to $1.03 per mile for schoolbuses having a capacity of 10 or more passengers, $0.46 per mile for vehicles having a capacity of 9 or fewer passengers, $0.46 per mile one way for family transportation, and $0.26 per student for each one-way trip. If any money provided for transportation payments remain after application of the formula, the money is to be prorated as transportation payments.

Section 26
Federal Education Jobs Fund Program Grants - Allowable Uses

This section establishes the allowable uses for any federal education jobs fund program grants that may be received by school districts.

Section 27
Use of New Money - Teacher Compensation Increases - Reports to the Legislative Management

This section requires the board of each school district to use at least 70 percent of all new money received as per student payments to increase the compensation paid to teachers and to provide compensation to teachers who begin employment with the district on or after July 1, 2011. The section also lists various payments and money that may not be included in the determination of new money.

Section 28
Regional Education Associations - Grants

This section authorizes the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations in order to assist them with the cost of compensating coordinators. The maximum grant payable to a regional education association under this section during each year of the biennium is the lesser of $50,000 or 70 percent of the total compensation payable to the coordinator.

Section 29
Appropriation - Child Development Associate Credential

This section appropriates $150,000 to the Department of Commerce for the purpose of providing $1,200 grants on behalf of individuals seeking a child development associate credential.

Section 30
Appropriation - Alternative Education

This section appropriates $460,000 to the Superintendent of Public Instruction for the purpose of providing payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Section 31
Appropriation - School District Deferred Maintenance and Physical Plant Improvement Grants

This section appropriates $7 million to the Superintendent of Public Instruction for the purpose of awarding deferred maintenance and physical plant improvement grants to school districts. The distributions are contingent upon state general fund balances on specific dates.

Section 32
Contingent Money

This section provides that if any money appropriated to the Superintendent of Public Instruction for state aid payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium, the money must be used to provide additional per student payments on a prorated basis.

Section 33
Contingent Transfer by Bank of North Dakota for Special Education

This section provides that if there are insufficient funds with which to fully reimburse school districts for the excess costs of serving the 1 percent of special education students statewide who require the greatest school district expenditures, the Industrial Commission shall transfer the necessary amount from the Bank of North Dakota. Legislation requesting reimbursement of the Bank must be introduced during the 2013 session.

Section 34
All-Day Kindergarten - Impact Report

This section requires each school district that provided full-day kindergarten during the previous school year to file a report with the Superintendent of Public Instruction indicating the nature and extent of any measurable academic growth experienced by the students who were enrolled in the program.

Section 35
Legislative Management Study - Teacher Compensation

This section directs the Legislative Management to consider studying ways to reform the manner in which teacher compensation is determined, with a view to recruiting, developing, and retaining a high-quality teaching workforce capable of significantly improving student performance.

Section 36
Repeal

This section repeals Section 15.1-27-15, which pertains to isolated schools.

Section 37
Effective Date

This section makes Section 18 effective on July 1, 2013.

Senate Comm
SB 2150

Prepared by the Legislative Council staff
for Senate Appropriations
February 11 , 2011

LISTING OF PROPOSED CHANGES TO SENATE BILL NO. 2013

Department: Department of Public Instruction

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Increase funding for grants to the Museum of Art to provide a total of $380,000		$20,000		$20,000
2	Increase funding for grants to the Red River Writing Project to provide a total of $75,000		$5,000		$5,000
3	Increase funding for grants to the Young Entrepreneur Education Program to provide a total of $120,000		$10,000		$10,000
4	Increase funding for adult education grants to provide a total of $2,050,000		$200,000		$200,000
5	Change the source of the one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite to provide funding from the national board certification fund		($200,000)	$200,000	$0
6	Change the funding source of the national board certification program to provide funding from the national board certification fund		($185,000)	$185,000	$0
7	Provide additional funding from the national board certification fund for an increase in operating expenses related to the cost of adminstering the ACT to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund			$100,000	$100,000
8	Remove funding for Alternative Teacher Compensation System Review Panel and contracted program adviser		($300,000)		($300,000)
	Total proposed funding changes		($450,000)	$485,000	$35,000

Other proposed changes:

1. Add a section to provide any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund
2. Add a section regarding regional education association grants with language transferred from Section 28 of Senate Bill No. 2150
3. Add a section regarding alternative education programs with language transferred from Section 30 of Senate Bill No. 2150.

Prepared by the Legislative Council staff
for Senate Appropriations
February 11 , 2011

LISTING OF PROPOSED CHANGES TO SENATE BILL NO. 2013

Department: North Dakota Vision Services - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Remove contingent **one-time** funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school builidng		($300,000)		($300,000)
2	Add funding to purchase a tractor		$17,000		$17,000
	Total proposed funding changes		($283,000)	$0	($283,000)

Other proposed changes:

1 None

Prepared by the Legislative Council staff
for Senate Appropriations
February 11 , 2011

LISTING OF PROPOSED CHANGES TO SENATE BILL NO. 2150

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Remove Section 29, including funding appropriated to the Department of Commerce for child development associate credential grants		($150,000)		
2	Remove Section 30, including appropriation to the Department of Public Instruction for alternative education programs (Move language regarding the program to Senate Bill No. 2013)		($460,000)		
	Total proposed funding changes		($610,000)	$0	$0

Other proposed changes:

1 Add language establishing the teacher support program. Sections 6, 7, and 8 of the original bill were removed in the engrossed bill.

2 Amend Section 26 regarding Federal Education Jobs Fund Program Grants to comply with allowable uses of the federal funding.

3 Remove Section 28 relating to regional education association grants and include language in Senate Bill No. 2013

SB 2013
Department of public Instruction
attachment #1
3/16/11

Testimony
SB 2013

Chairman Skarphol and members of the Education committee. My name is Carol Lybeck. I am The Parent-Infant/Outreach Coordinator for the North Dakota School for the Deaf. The North Dakota School for the Deaf serves students with varying abilities and needs statewide through center based and outreach services.

We have been/are in the process of enhancing the statewide services to meet the very diverse backgrounds and specific needs per the guidelines of the Individuals with Disabilities Act and Americans with Disabilities Act birth through adulthood.

It is essential we are aware of what is needed to provide services for this low incidence population regardless of communication modality.

The field of "deaf education" as a whole needs further research but what we do know is:

- Brain most receptive to language acquisition during early years in the child's development. Identification of hearing loss by 6 months of age is vital to the development of language and communication.
- Deaf and hard of hearing children who receive early intervention services have been found to have better language outcomes up to age five. (Then that results in age appropriate scores and they may not qualify for services 2 that time...then later because services weren't continue they are picked up again)
- Early intervention and further service provision by qualified staff knowledgeable in area of hearing loss provides better outcomes.
- Acquiring of language and communication critical for language and literacy competency.
- High levels of family involvement produce greater language development outcomes.
- A mother's sign skills are predictive of later language/literacy development.

Discuss myths:

1. Hearing aids and cochlear implants fix hearing loss. They are only the first step; they are providing better access but it is the intervention and education programs that are needed to develop their skills.
2. That providing an interpreter is enough to access the persons in experience in school or in the public...there are many factors to consider language skill, cognitive abilities, ability to maintain eye contact; ability to ask for clarification or repetition a number of things

I have been asked to discuss some "service scenarios". Keep in mind the things we know and the myths....to come to what is needed to provide services for individuals with a hearing loss.

1. The 18 month old who has failed hearing screening @ birth; later passed an otoacutistic hearing screening, goes home thinking all is well. Then recently, was diagnosed with a profound hearing loss. The grandfather is Deaf..parents not providing language stimulation; not promoting the use of hearing aids. The parents are unaware of what to do. This child does not have one spoken word. Does not have one signed word. Currently the child is receiving one home visit a week.

What kind of services necessary?

Serious consideration is given to expand our services from one to two visits. This child will need intensive services that require direct communication/instruction from an educational team trained in working with deaf/hard of hearing student's knowledgeable about the child's language and communication needs. That will most likely mean:

Teacher of the deaf

Audiology services

Auditory equipment..Fm or sound field system etc.

Possible speech language services

Interpreter as get older

Parent support services

2. A child from North Central ND. He was identified with a hearing loss @ birth, aided by 3 months of age, parents with high expectations and very involved in developing language and auditory skills. They participated in the Parent-Infant Program. The child has struggled with ear health issues. His mom drives him to NDSD preschool 3 days a week; NDSD provides outreach in his local area one morning a week. He is developing communication, language and audition skills. His IEP team will be discussing possible transition to his home school at some point.

What will likely be needed?

Self-contained classroom setting with services from a teacher of the deaf co-teaching; providing direct communication access

Acoustically appropriate classroom

Audiology services

Auditory equipment FM and /or sound field system

Speech language therapist

As skills continue to grow...a Teacher of the deaf resource room support, with all previously mentioned services.... onto consultation from Teacher of the Deaf, interpreter and all Previously mentioned services.

3. A young boy failed newborn hearing screening, parent did not follow up. The mother is in jail, no real previous language or auditory stimulation. The child was recently diagnosed with profound hearing loss at the age of 2 years, 10 months old. He has now been fit with hearing aids and as a 3 year old attends NDSD full time. What will he likely need?

Direct instruction from a teacher of the deaf

An environment where he can communicate directly to staff and peers

Audiology support

Audiological equipment

Specialized curriculum

An educational team that can simplify or expand concepts as appropriate

An educational team that is able to meet his needs in all incidental and structured learning opportunities

With acquired skills an interpreter

4. A kindergartener...she was late identified; fit with hearing aids and found not to benefit from them. Then went on to receive a Cochlear Implant. There was average parent participation. The child has strong cognitive abilities and is developing and using language and audition skills. She spends part of her day at NDSD and part of her day at the local school with support staff trained to work with child with hearing loss. As her skills continue to develop her IEP will discuss more time in the public school setting with intensive support and supplemental instruction from a Teacher of the Deaf, speech language therapist, audiology supports and will become developmentally ready to use an interpreter and resource room and support from trained personnel; then consultative Teacher of the Deaf services in the local school.

The thing that is different now..is that the technology is providing an improved access to sound than what has been previously available. It requires trained staff to capitalize on it.

5. Two high school brothers with severe to profound hearing losses. They both began

their educational careers in public school and needed more intensive support. They have very similar hearing losses and would expect them to function in much the same way, but function very differently. One has understandable speech the other not. One has better language skills than the other. Their parents have always been very involved in their lives. They came to NDSD needing, self-contained, intensive, direct instruction from a teacher of the deaf. They Are now accessing the standard curriculum through an interpreter, with support from a teacher of the deaf and a resource room for preteaching and content review provided by NDSD.

6. The late deafened adult; facing losing her place of residence because her tv, radio, and other audio devices are too loud for the other residents. What supports are necessary?

Audiological and assistive technology support

Collaboration with IPAT

Communication tips and strategies for herself, family and living facility

A variety of services are needed for deaf/hard of hearing individuals and there will be a cost associated regardless of where they are provided.

If you have specific questions of specific services, we have staff who are experts in their areas and would be available to answer those questions.

SB 2013
Department of Public Instruction
3/16/11
attachment #2

North Dakota School for the Deaf State Center of Excellence

Testimony to the House Appropriations Committee Senate Bill #2013

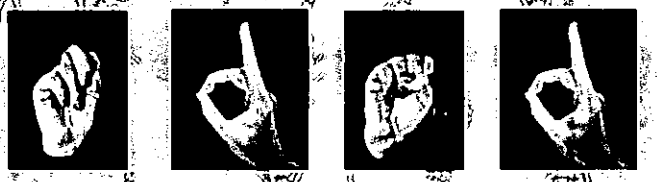
by

Carmen Grove Suminski,
Superintendent
and
Michael Loff,
Business Manager

March 9, 2011

A Division of the Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent



1401 College Drive North
Devils Lake, ND 58301

www.nd.gov/ndsd

Table of Contents

Page

Testimony by Carmen Grove Suminski 2

- Historical Perspective
- Major Accomplishments of 2009-2010
- Status of House Bill #1013 (2009 Legislative Session)
- Statistical Information and Services Provided

Testimony by Michael Loff 9

- 2011-2013 Budget Request

Conclusion by Carmen Grove Suminski 14

Appendix A: Chronological History by Lilia Bakken

Appendix B: Future Services Plan

- Executive Summary
- Transition Team Members
- Outline and Description
- Team Recommendations

Appendix C: Case Statement

Appendix D: Memorandum of Understanding with Devils Lake Public Schools

Appendix E: EAPC Schematic Designs and Construction Estimates

Appendix F: Description of Equipment

Appendix A

Chronological History

By

Lilia Bakken

North Dakota School for the Deaf

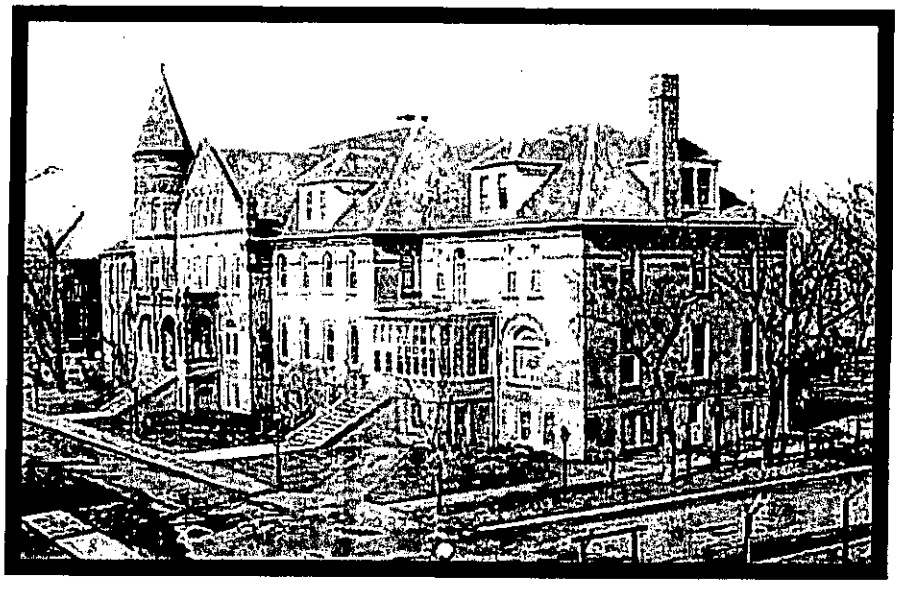
Chronological History
1890 - 2009

Prepared by Lilia Bakken
Communications Coordinator

1. Superintendent name and years of service
2. Average number students during tenure at NDSD
3. Communication mode used during tenure
4. Major initiatives during tenure
5. Photos of campus scenes during tenure

(Note: information herein was compiled from *NDSD Biennial Reports*)

History of the North Dakota School for the Deaf

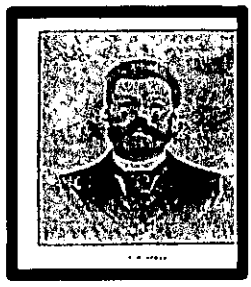


School Motto

"Looking back with pride
Looking forward with confidence"

A Division of the ND Department of Public Instruction
Dr. Wayne Sanstead, Superintendent

Superintendent Anson Spear
1890-1895



Average number of pupils during Spear tenure: **28**
Communication: **Combined method** - use of signs and manual alphabet
Use of oral methods with pupils who showed ability

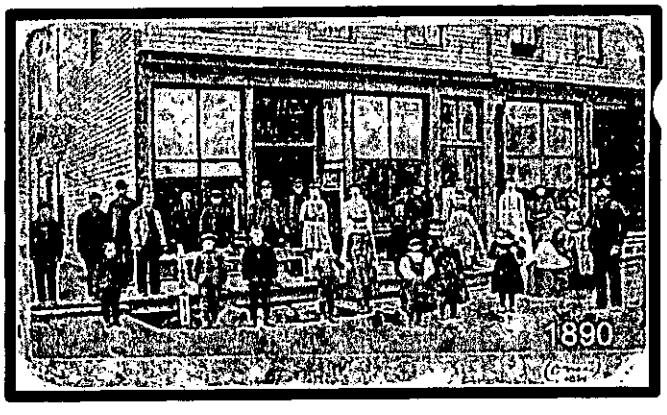
Anson & son

Spear tenure

- Only deaf superintendent - 1890 helped establish North Dakota School for the Deaf
- Oversaw construction of main building ready for occupancy-1893
- Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping
- Established the *Banner*, a semi-monthly newspaper printed by students
- Law passed - $50 penalty for parents who refused to send their deaf child to school

1890-1895 scenes from campus

1893


1890

1894

MISS CLARA HALVERSON AND HER CLASS, MAY, 1894

Left to right: Milley Gerke (Meiken), Gilman Nordhougen, Hubert Miller, Effi Smith (Mrs. Ringuette), Anna Magnus, George Knecht (deceased), Clara M Halverson, Teacher (now Mrs. Joseph H. O'Leary), Mary Rigtigen, Amelia Borcher Willie Mesmer (deceased), Claude Ziegler, and Elsie Iverson.

Spear at work

office

Testimony

Chairman Bob Skarphol and Members of the Education and Environment Division House Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota School for the Deaf (NDSD) and the North Dakota Vision Services/School for the Blind (NDVS/SB). Michael Loff, Business Manager of NDSD and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share with you historical perspective and the progress made relating to HB #1013 which was passed during the 2009 legislative session.

The historical information is included as Appendix A and was compiled by Lilia Bakken, NDSD Communications Department. NDSD has a strong heritage having been at his original site since 1890. This information includes photos and lists accomplishments and methods of communication during each superintendent's timeframe. During June, 2010, 120 NDSD alumni and families celebrated on the NDSD campus commemorating 120 years of service.

Mission: To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state. (Page 9, Future Services Plan, Outline and Description)

This biennium has been one of **change, partnering** and **planning.**

Accomplishments include:

- Established "new teams" (i.e., Data Collection, Public Awareness, Professional Development and Buildings and Grounds) in compliance with the ND School for the Deaf State Center of Excellence
- Instituted a Memo of Agreement with Devils Lake Public Schools and NDSD (approved August 2010)
- Completed Facility Master Plan by EAPC, Grand Forks
- Completed the **NDSD Future Services Plan,** Consensus Council, Bismarck, Facilitator
- Demolished the infirmary building

Included as Appendix B is the Executive Summary of the Future Services Plan, Transition Team Members, Outline and Description and Team Recommendations. The Legislative Council and the Office of Management have complete copies of the Future Services Plan, as do Senator Larry Robinson and Senator Dave Oehlke, who were members of the Transition Team. I will also make a copy available to Representative Skarphol. More comprehensive information including the minutes of each meeting is available to you on the North Dakota School for the Deaf website www.nd.gov/ndsd

"HB 1013 passed during the 2009 legislative session, states in pertinent part that:

> ". . . The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. . ."

"The section goes on to identify 6 specific tasks/goals:

> **Task/Goal #1:**
>
> **"Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired."**

Transition Team identified age group profiles, current services, identified gaps, and recommendations/action steps. (Pages 42-75, Future Services Plan). NDSD Future Services Team is reviewing this and developing timeframes plus will be shared with the NDSD Advisory Council for their input.

- Provide additional outreach services
- Provide additional adult services with a position with job responsibility specific to adults effective January 18, 2011
- Maintain and continue to provide an accredited K – 8 program for students who are deaf and hard of hearing in compliance with their IEP's
- Provide services for grades 9 through graduation as determined by the IEP in partnership with the district of residence, Devils Lake Public Schools and various other accredited distance education options
- Establish a "Case Statement" by the NDSD Advisory Council which states the following:

"North Dakota School for the Deaf
State Center of Excellence

The NDSD Advisory Council Recommends:

Establishing the NDSD Center of Excellence to develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing."

Task/Goal #2

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

NDSD is a member of Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and has ongoing communication and support from this organization. NDSD staff has attended regional and national conferences on an ongoing basis.

NDSD State Center of Excellence is open to creating "partnerships" with other states and within the state of ND.

A partnership has been developed with the Devils Lake Public Schools whereby all NDSD high school students are enrolled in classes there. Interpreters and teachers of the deaf who are employed by NDSD provide services to these seven students as per the Individualized Educational Plan (IEP). See signed Memorandum of Understanding as Appendix C.

Task/Goal #3

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

The recommendation of the Transition Team is that the NDSD State Center of Excellence be of **"highest quality"** and **"that ND be seen as a leader in the field."** With the expertise and collaboration that does exist in ND, this can be a reality. Collaboration currently exits with Minot State University, all ND higher education facilities, Lake Region State College, local education agencies, dual sensory project,

vocational rehabilitation, aging services, alumni, families and parents and ND Vision Services/School for the Blind, and will continue to be enhanced.

Task/Goal #4

"Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representatives from the legislative assembly, parents of school for the deaf student, school for the deaf employees, member of the Devils Lake community, school for the deaf alumni and others."

A listing of the thirteen team members is in Appendix B. This team met a total of 10 times from October, 2009 to June, 2010.

As recommended by the Transition Team, the NDSD State Center of Excellence Advisory Council has been established. Membership includes the Transition Team plus representation from NDVS/SB, Aging Services, Dual Sensory Project, and Lake Region College. We met twice in 2010 via IVN, and our next scheduled meeting is February 24, 2011.

Task/ Goal #5

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

Current revenue generating activities include the following:

- Rental of Education Building to Head Start
- Rental of Office Space to EduTech, Department of Commerce, and Protection and Advocacy
- Rental of portion of Trades Building to Martial Arts Program
- Interpreter Services
- Tuition for ASL (American Sign Language)IVN classes from participating ND high schools through the Northeast Education Services Cooperative

Task/ Goal #6

"Develop a long-range plan for the school for the deaf campus."

A Master Facility Plan was completed by EAPC, Grand Forks. This plan revealed a urgent need to bring used facilities up to code and also recommends demolition of unused buildings.

The campus is used not only by the School for the Deaf but also the following community and state entities:

- Rental of space to Headstart, Department of Commerce, EduTech, and Protection and Advocacy
- Classrooms in areas once used as a dorm
- Superintendent's house as my residence and is available for meetings both by NDSD, NDVS/SB, and the Dual Sensory Project
- Indoor Play Area used by Tiny Tots (Park Board)
- Swimming pool used by local Park Board, Camp Grafton, JROTC, Lake Region Search and Rescue, New Outlooks, Harmony House, Therapeutic/Medical Referrals, Senior Citizens and others
- Football field used by Devils Lake High School
- Instructional space used by Lake Region Special Education and Devils Lake Public Schools
- Gym utilized by community, Park Board, Headstart, Devils Lake Public Schools
- Lake Region State College Interpreting classes
- IVN sites available upon requests
- Blackhurst Dorm lobby used by community, Deaf Alumni, meetings and trainings
- Trades Buildings used for Martial Arts and Yoga Classes

To ensure safety and ADA compliance not only for NDSD uses, but also for all these entities, it is **critical** that the facilities be updated. There are 140 children and 30 staff persons in the Educational Building alone plus all the above entities that I mentioned. "Repairs are needed to bring the Education Building into code compliance, including fire alarms and sprinkler system. Other repairs include air handling, air conditioning, electrical outlets and panels and insulation." Safety and accessibility for persons served at NDSD and those utilizing the facility are foremost.

Funding for these repairs is included in the proposed budget. In addition, we are requesting funding for the Connecting Link **(Phase I)** for the 2011-2013 biennium and for the 2013-2015 **(Phase II).** This would enable NDSD to truly have the resources and implement a **NDSD State Center of Excellence** with state-of-the-art facilities.

Randy Kling, AIA, has been the primary architect responsible for the Master Facility Plan and the schematic reuse of the Trades Building. I am willing to schedule a meeting or conference call with him should any of you have specific questions to these designs.

A Division of the
ND Department of
Public Instruction,
Dr. Wayne Sanstead, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

NORTH DAKOTA SCHOOL FOR THE DEAF

Resources on Hearing Loss

North Dakota School for the Deaf
A Resource on Hearing Loss

As a state agency and as a center of expertise on deafness, the North Dakota School for the Deaf has a responsibility to serve all citizens of the state of North Dakota. North Dakota School for the Deaf serves in its traditional role of service provider to deaf and hard of hearing students plus as a resource center on deafness.

North Dakota School for the Deaf offers printed and professional resources in a variety of areas related to deafness. Resources include:

Material Resources:
- Brochures
- Professional library
- Video tapes/DVDs
- National publications
- Vertical file on various issues related to hearing loss
- Curriculums
- Closed-caption encoding

Parent Services:
- Regional parent contacts
- Family Learning Vacation
- Parent-Infant Program

Public Information:
- Speakers bureau
- Tours of NDSD
- In-services
- Deaf Awareness Program

Summer Camp Programs:
- 7 to 12 years old
- 13 to 18 years old

Sign Language/Interpreting:
- Interpreter referral
- Regional sign language classes
  - on site and by video conference
- Materials: printed and video
- Workshops for interpreters

Consultation/Assessments:
- Audiology
- Psychology
- Speech and Language
- Sign Language
- Classroom/Teacher modification
- Developing an appropriate IEP/IFSP

Alerting and Communication Devices:
- Devices for demonstrative purposes
- Materials on companies and products
- General information brochures

Adult Education Programs:
- Workshops
- Printed materials and classes for late-deafened adults
- Information on state and national services for adults with hearing loss

Contact the regional outreach office near you for more information:

Coordinator
1401 College Drive N.
Devils Lake, North Dakota 58301
(701) 665-4400
Toll Free: 1-800-887-2980

Southeast:
1621 South University Dr. #210
Fargo, North Dakota 58103
(701) 239-7116

Southwest:
418 East Broadway, Suite 228
Bismarck, North Dakota 58501
(701) 328-3987

Northeast
151 S. 4th Street, Suite S542
Grand Forks, North Dakota 58201
(701) 795-3168

Northwest
Memorial Hall, Box 182
500 University Avenue West
Minot, North Dakota 58707
(701) 858-3357

STATISTICAL INFORMATION

Services Provided 7/1/09-12/31/10

Outreach Services

Parent Infant	
Consultations	1,995
Evaluations	79
Direct Service	926
Persons Served (unduplicated)	55
School Age	
Consultations	1410
Evaluations	33
Direct Service	718
Persons Served (unduplicated)	90
Adults	
Consultations	342
Evaluations	4
Direct Service	27
Dual Sensory Project Census	42
Presentations/In-services Attendees	1,361
Family Learning Vacation	35
Summer Camps	17

Communications

ND Captioning Center	
Transcription	120 hours
Edit/Encode	202 hours
Teaching of Sign Language	
American Sign Language (Daily Classes)	392 students
Basic Conversational Sign	220 students
Interpreter Services	
On Campus	130 persons
Off Campus	1123 persons

Library Circulation 2,897 items circulated

On Campus Education Services (2010-2011 School Term)

Preschool – 7 (2 with cochlear implant and 1 with secondary disabilities)
Elementary – 6 (3 with cochlear implants and 2 with secondary disabilities)
Middle – 5 (2 with cochlear implants and 2 with secondary disabilities)
Secondary – 7 (1 with cochlear implant and 2 with secondary disabilities)

North Dakota School for the Deaf
2011- 2013 Budget Request

	A	B	C	D	E
	Expenditures 2007-2009	Appropriation 2009-2011	Base Budget	2011-13 Executive Recommendation	2011-13 Senate Recommendation
Line Item:					
Salaries and Wages	$ 4,620,780	$ 5,472,098	$ 5,748,945	$ 5,932,638	$ 5,932,638
Operating Expenses	$ 1,289,709	$ 1,638,603	$ 1,683,712	$ 1,633,911	$ 1,633,911
Capital Assets	$ 57,613	$ 1,931,472	$ 101,430	$ 1,040,230	$ 1,040,230
Construction Carryover	$ 179,000	$ 232,887	$ -		
Deferred Maintenance	$ -	$ 98,605	$ -		
Grants	$ -	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Total	**$ 6,147,102**	**$ 9,573,665**	**$ 7,734,087**	**$ 8,806,779**	**$ 8,806,779**
Funding Source:					
General Fund	$ 5,279,936	$ 7,405,115	$ 6,500,586	$ 6,718,772	$ 6,718,772
Federal Funds	$ 269,403	$ 268,534	$ 255,195	$ 266,701	$ 266,701
Special Funds	$ 597,663	$ 1,900,016	$ 978,306	$ 1,821,306	$ 1,821,306
Total	**$ 6,147,002**	**$ 9,573,665**	**$ 7,734,087**	**$ 8,806,779**	**$ 8,806,779**
FTE	43.94	43.94	43.94	43.94	43.94

2011-13 Base Budget:

Salary line item includes teachers placed on the 2011-13 Composite Salary Schedule developed by HRMS.

The operating base budget = 21.7% of the total budget

The base Capital Asset budget includes: Gym roof replacement, a campus wide clock system, a server replacement, a clinical audiometer and a tympstar middle ear analyzer.

The primary sources of Special Fund revenue are land department ($446,000), Head Start Program ($355,000), interpreter services ($61,000) and other rental income ($14,500)

Estimated 07/01/2011 Carryover of $258,995 plus $876,856 Special Fund Income = $1,113,851

Executive recommendation and optional requests are highlighted on the following pages.

North Dakota School for the Deaf 2009-11 Status Report

Master Facility Plan	Completed	$41,000
Asbestos Removal	Completed	$16,500
Infirmary Demolition	Completed	$24,500
Smith Building Elevator (Carry over)	Completed	$288,828
Tractor Replacement	Completed	$60,500
Blackhurst Dorm Roof Replacement	Completed	$45,830
Backup Power Generator Replacement	Completed	$15,980
Coal Ash Auger Replacement	In Progress	$15,000
Parking Lot and Sidewalk Improvements	Planned	$37,775
Virtual School Plan $ 25,000	Not Planned	

The Virtual School Plan was not identified in the future services plan. This funding was used for improvements such as campus wide signage, Blackhurst Dormitory furnishing, lighting improvements, and painting.

Trades Building $ 1,670,000 Deferred

The Master Facility Plan and the Future Services Plan redefined the anticipated use of the Trades Building. The 2009-11 funding appropriation included $ 835,000 of general funds which the 2011-13 executive budget recommended for use to address key life safety improvement projects outlined in the NDSD Master Facility Plan.

Executive and Senate Recommendations

Priority	Description	Source	Approved Value	Funding Source
1	School Building Repairs	MFP	$ 520,200	2009-11*
2	Blackhurst Dormitory Repairs	MFP	$ 250,400	2009-11*
3	Main Campus Utility Transformer	MFP	$ 50,000	2009-11*
4	Kitchen/Dining Building Repairs	MFP	$ 101,200	General
5	Apartment and Garage Demolition	MFP	$ 17,000	2009-11*
	Total Recommendation		$ 938,800	

$ 835,000 is recommended transfer from the 2009-11 appropriation

See Narrative on page 13.

Phase I (2011-2013 Biennium)
Optional Budget Request

Architectural Design and Construction Management	$150,000
Connecting Link – Phase I	$1,157,119
Side Walk Improvements	$9,055
School Building Doors	$20,000
TOTAL	**$1,336,174**

- Connecting Link Construction (Phase I -Optional Request) We propose requesting funding for Life Safety and ADA compliance to serve the School Building, the Gymnasium, and the Trades Building. The connecting link significantly improves access to these campus areas.

Phase II (2013-2015 Biennium)
Renovation of Trades Building

Trades Building **$1,533,840**

Trades Building Renovation (Project Phase II 2013-2015) to accommodate NDSD Center of Excellence to include the following.

- Lake Region State College Interpreter Trainer Bachelors program to include classrooms with video conferencing, a computer lab, a Functional High Tech Smart Lab, an Equipped Real Time Captioning office, and the program coordinator office.
- NDSD Interpreter (communications) Program classroom with IVN (highest technology) and offices for the coordinator and (8) interpreters.
- Outreach and Adult program which would include offices for staff (4), an Assistive Technology Center, and a Resource Library.
- Conference Room large enough to accommodate meetings and In-service Trainings for statewide staff, families and related program activities.
- NDSD Museum

Campus Master Facility Plan (MFP) 2011-2013 Biennium

Executive and Senate Budget Recommendations Extraordinary Repairs Narrative

The School for the Deaf completed a facility master plan during the 2009-11 biennium, identifying over $5.0 million in critical extraordinary repair needs. Although the facility master plan also includes estimated costs to remodel the Trades Building and construct a link connecting the Trades Building and School Building, a more urgent need is to update buildings currently being used and occupied by children. Recommended repair projects are as follows:

1. School Building repairs - The highest priority repair need is $520,200 for the School Building, currently occupied by the Head Start program. Repairs are needed to bring the building into code compliance, including fire alarms and a sprinkler system. Other repairs and improvements include air handling, air conditioning, electrical outlets and panels, and insulation.

2. Blackhurst Dormitory repairs - This recommendation includes $250,400 for repairs to Blackhurst Dormitory, including ceilings, doors, floor coverings, air handling, humidification, air conditioning, plumbing, lighting, fire alarms, and other repairs. Blackhurst Dormitory is occupied by NDSD students.

3. Utility transformer replacement - This recommendation includes $50,000 for replacement of three electric transformers that provide primary electric service to the campus. The current transformers are outdated and replacement parts are not available. Other remodeling projects include upgrading electric service to current code. This project is required to ensure that adequate electrical service is available to serve the remodeled buildings.

4. Kitchen/Dining Building repairs - This recommendation includes $101,200 for air handling, humidification, ventilation, air conditioning, lighting, plumbing, and other repairs in the Kitchen/Dining Building. The Kitchen/Dining Building is used by NDSD students and children in the Head Start program.

5. Apartment building and garage demolition - This recommendation includes $17,000 to demolish an apartment and garage. The buildings are in disrepair.

- The cost of these repairs $ 938,800 is offset by the recommended transfer to the NDSD fund of the $835,000 2009-11 biennium general fund appropriation for remodel of the Trades Building. This appropriation will be unspent during the 2009-11 biennium and is proposed to be transferred to the NDSD fund and spent during the 2011-13 biennium.

- We request the authority to carry over up to $150,000 of unspent general funds from the 2009-2011 biennium to cover soft costs (i.e. architect, engineering and construction management fees) relating to the above projects. This was allowed during the current biennium.

Superintendent Dwight Bangs
1895-1912

Average number of pupils during Bangs tenure: **66**
Communication: **Combined Method**: use of signs, finger spelling, writing, and speech, adapting their uses with pupils as needed

The Bangs-mobile

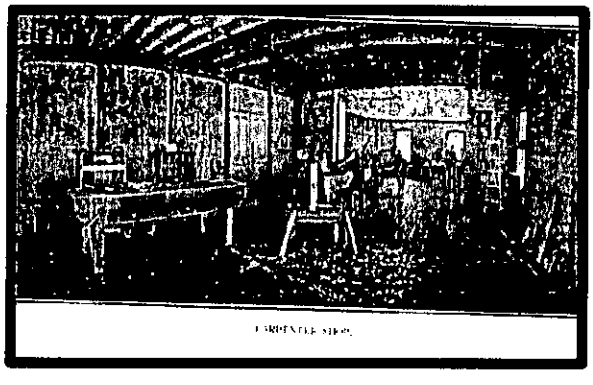
Bangs tenure

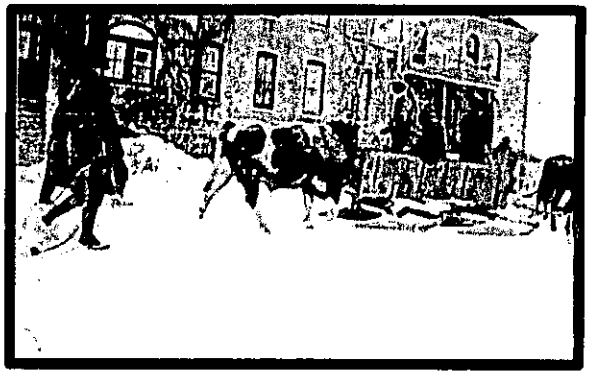
- School awarded first prize medal at 1904 *World Fair* in St. Louis for excellent exhibit of school work
- Power plant, steam heat, sewers, electricity and fire escapes
- Construction of infirmary, barn and new school building (construction of school was not completed until 26 years later)
- Implemented carpentry class
- First class of graduates – 1900

- Lobbied for:

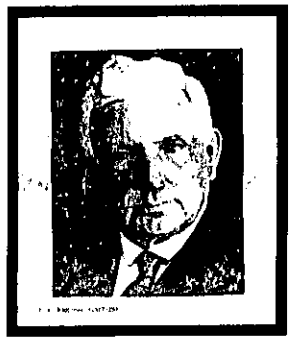
-stricter laws regarding school attendance for deaf children
-procedures for reporting deaf children from tax assessor's office to school census
-change school name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

1895-1912 scenes from campus





Superintendent J.W. Blattner
1912-1915



Average number of pupils during Blattner tenure: **111**
Communication: **Combined method** - emphasis on oral method – if pupils did not show benefit, transferred to manual department

Blattner tenure

- Construction of:
  - concrete silo
  - coal storage shed
  - Pupils won state merits for art work
- Lobbied for:
  - funds for additional trade programs
  - construction of Trades building (failed)
  - source of clean drinking water

1912-1915 scenes from campus

Superintendent Frank Read
1915-1920

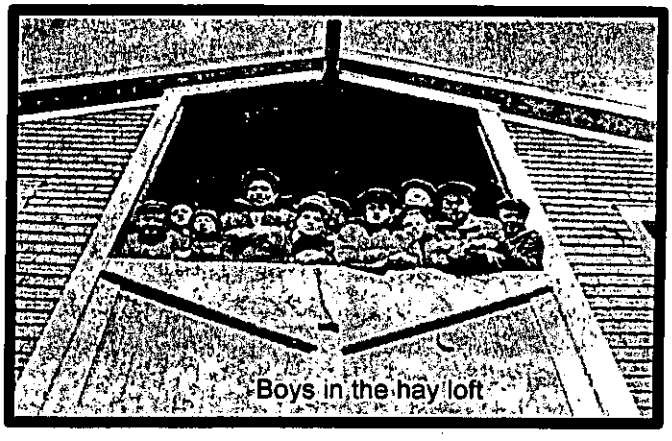
Average number of pupils during Read tenure: **118**
Communication: **Combined method** – upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful pupils transferred to manual department (1916: seven oral classes and three manual classes)

Read tenure

- Lobbied for Trades building (failed)
- Purchased new printing equipment
- Implemented cabinet making and china painting
- Initiated *lawn fete,* an elaborate outdoor program performed by pupils
- Requested funds for additional trade courses: shoe repair and cooking
- North Dakota Association of the Deaf was established (1916)

(Note: Mr. Read died during his tenure - his wife assumed duties until a new superintendent was hired)

1915-1920 scenes from campus



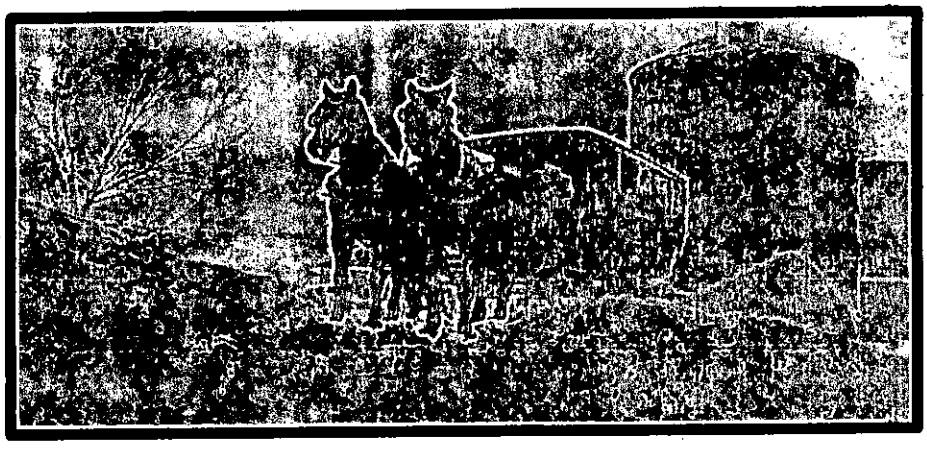
Superintendent M.C. McClure
1920-1921

Average number of pupils during McClure tenure: **120**
Communication: **Oral method** however if pupils were unsuccessful they transferred to manual department

McClure tenure

- Main building reshingled by carpentry pupils and instructor
- Lobbied and obtained funds to build new boys' dormitory

1920-1921 scenes from campus



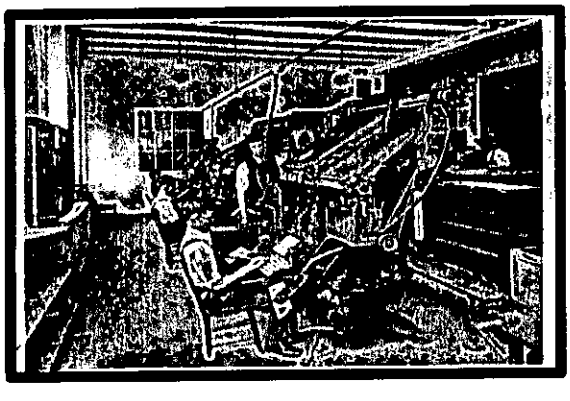
Superintendent Burton Driggs
1921-1937

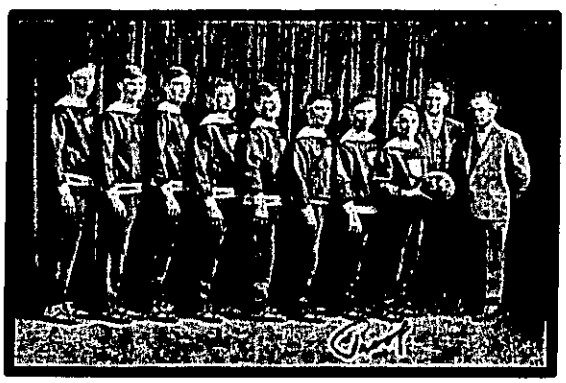
Average number of pupils during Driggs tenure: **123**
Communication: **Oral method**; pupils were taught speech and lip reading; **aural method**; pupils were reached through medium of the ear; **manual method**; use of signs and finger spelling

Driggs tenure

- Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, rug weaving
- Lobbied for completion of unfinished school building and need for new gymnasium
- Construction of Trades building and boys' dormitory
- Secured better farm stock
- Employed trained nurse to provide health care
- Established campus pond and bridge
- Built fire proof vault to protect school records
- The *Banner* elicited high praise nation wide
- Implemented spring pageants performed for the public

1921-1937 scenes from campus





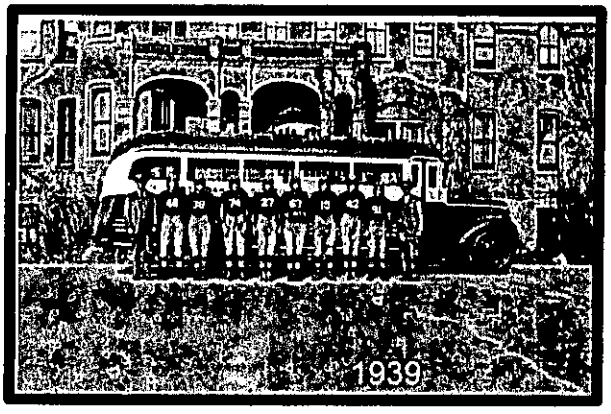
Superintendent A. P. Buchanan
1937-1945

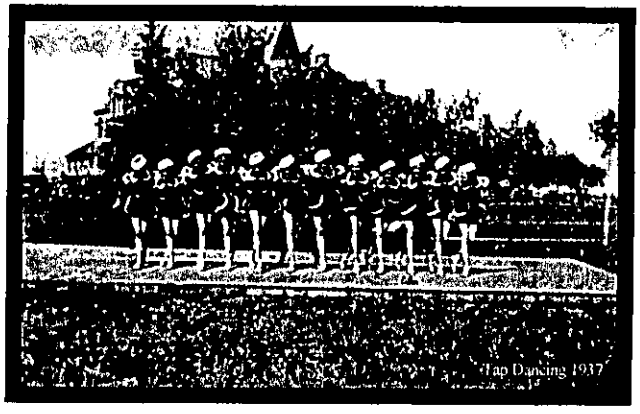
Average number of pupils during Buchanan tenure: **119**
Communication: **Combined method** - all pupils began in oral department and transferred to manual department as necessary

Buchanan tenure

- 1937-1939 highest enrollment in history, 140 pupils
- Purchased school bus
- Installation of two tennis courts
- Pupils presented popular outdoor revues
- Lobbied for increase in size of school and need for new gymnasium

1937-1945 scenes from campus





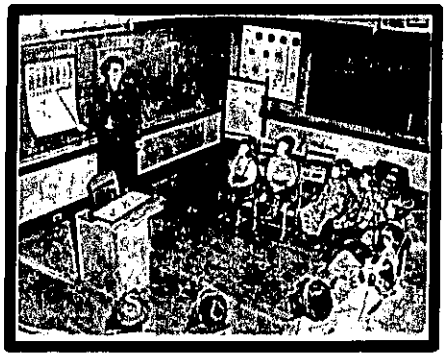
Superintendent Carl Smith
1945-1969

Average number of pupils during Smith tenure: **89**
Communication:
1945 pupils taught orally until 7th grade - if progress was not made then manual communication used
1951 pupils taught orally until 5th grade
1963 *Rochester* method adopted – oral and speech reading supplemented with finger spelling

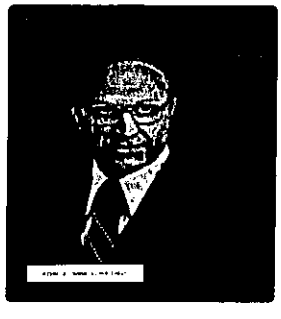
Smith tenure

- Discontinued farming operation
- Discontinued shoe repair program
- Construction of buildings: administration/girls' dormitory, gymnasium and completion of school
- Connected campus to city water and sewer lines
- Implemented new programs: driver training, maintenance, baking, painting, upholstery
- Lobbied to increase teacher salaries
- Sold 70 acres of land to city of Devils Lake for construction of junior college (1961)
- Cooperated with *Minot State University* to provide onsite training for teachers of the deaf
- Captioned Films for the Deaf
- Recommended *Old Main* be razed and new superintendent's house built
- Lobbied to change name from *ND School for the Deaf and Dumb* to *ND School for the Deaf*

1945-1969 scenes from campus



Superintendent Alan Hayek
1969-1981

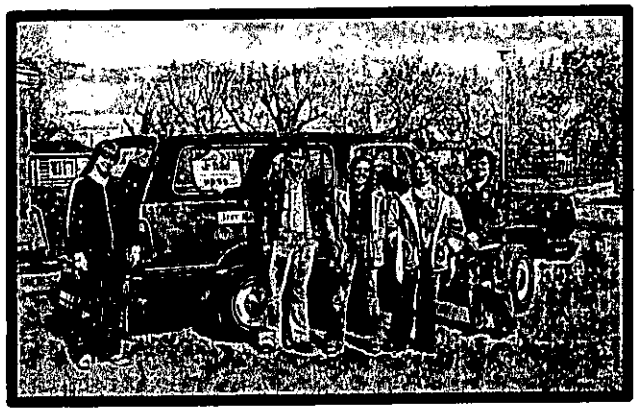


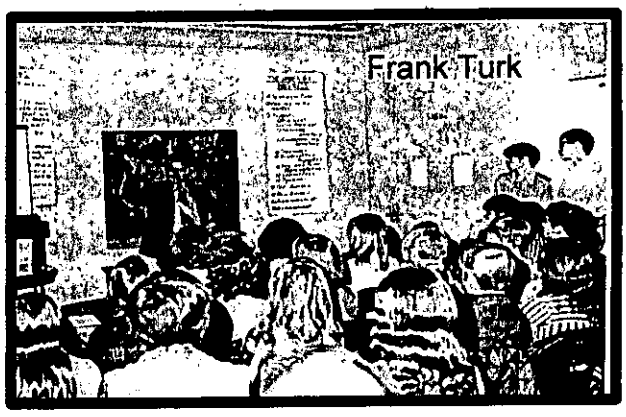
Average number of pupils during Hayek tenure: **101**
Communication: **oral supplemented** by use of sign language and finger spelling

Hayek tenure

- NDSD fully accredited
- Implemented:
  - Audiology Department
  - Captioned Video Lending Library
  - Parent-Infant Program
- Initiated idea of NDSD as *state resource center*
- PL 42-142 *Education for All Handicapped Children Act*
- Media Resource Center-High School and superintendent's house constructed
- North Dakota Registry of Interpreters for the Deaf established
- Sold 30 acres of land for construction of Vo-Tech Center
- Students enroll in trade classes at Vo-Tech Center
- Jr. Association of the Deaf established at NDSD (1971)
- Students participate in World Games for the Deaf

1969-1981 scenes from campus





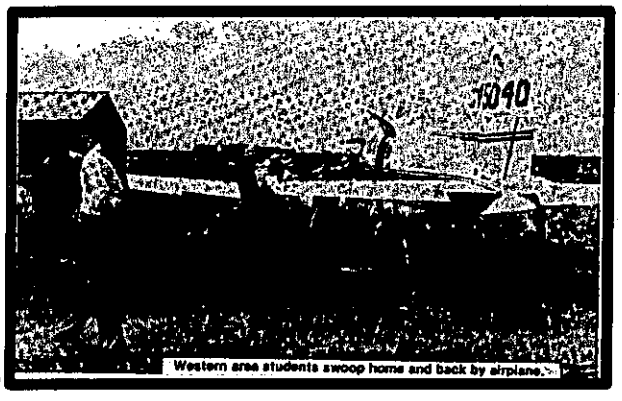
Superintendent Dr. Gary Holman
1982-1986

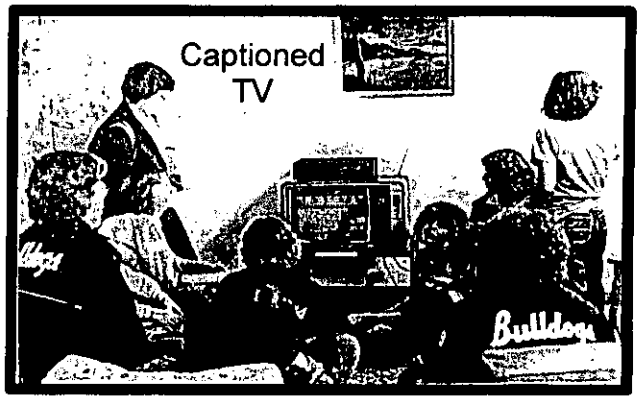
Average number of pupils during Holman tenure: **67**
Communication: ***Signing Exact English*** – signs devised to represent English, accompanied by spoken language, the SEE system provided simultaneous representations of visual and oral English

Holman tenure

- Implemented
  - Psychology Department
  - Close-Up Program
  - Communications Department (interpreters provided for mainstream students)
  - Reverse mainstream programs
  - Weekend flight transportation
  - Sports coops
- Construction of swimming pool
- Pool open to community coops

1982-1986 scenes from campus





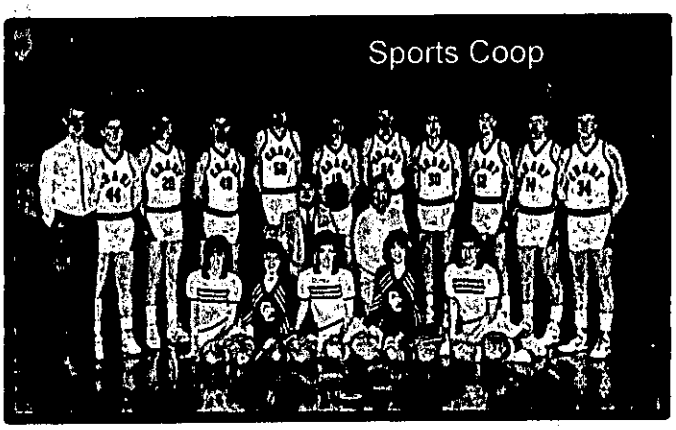
Superintendent Alan Mealka
1986-1990

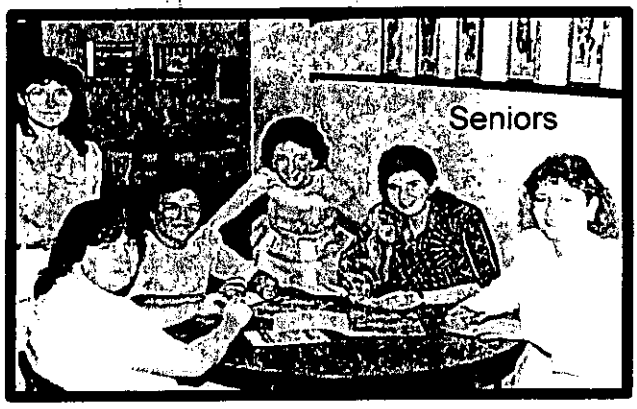
Average number of pupils during Mealka tenure: **48**
Communication: **Total communication** – used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing

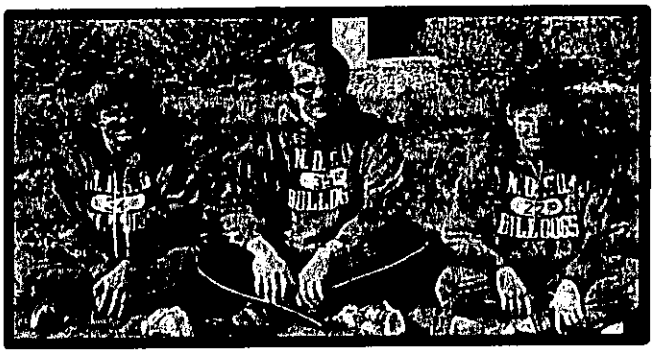
Mealka tenure

- Implemented
  - Summer camps for deaf and hard of hearing children
  - Family Learning Vacation
  - NDSD Outreach Program (1988)
  - Parent Hotline
  - Volunteer Program
  - NDSD's first promotional video
- Collaborated with special education units to form the *ND Coalition of Service Providers for Hearing-Impaired*
- NDSD *Heritage Center* established
- Individuals with Disabilities Education Act (IDEA) enacted

1986-1990 scenes from campus







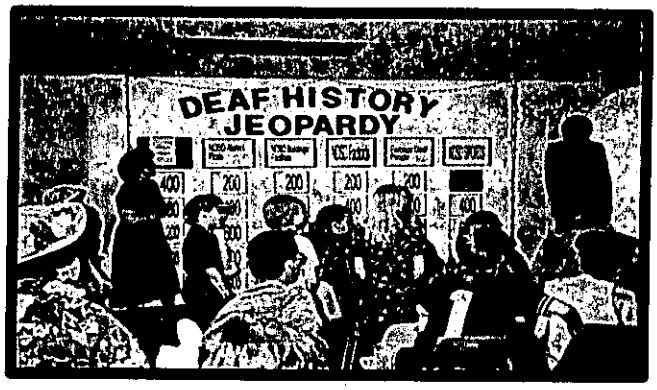
Superintendent Jaime Galloway
1990-1998

Average number of pupils during Galloway tenure: **55**
Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as natural language of deaf persons and fostered competency in both English and *American Sign Language*

Galloway tenure

- Celebrated NDSD Centennial (1990)
- Revised NDSD mission statement to include outreach services to deaf and hard of hearing children in North Dakota
- Caption-ready televisions (1993)
- FCC enacts captioning law (1996)
- Internet service
- Telephone relay service
- Individuals with Disabilities Education Act reauthorized (direct communication)

1990-1998 scenes from campus



Superintendent Rocklyn Cofer
1998–2005

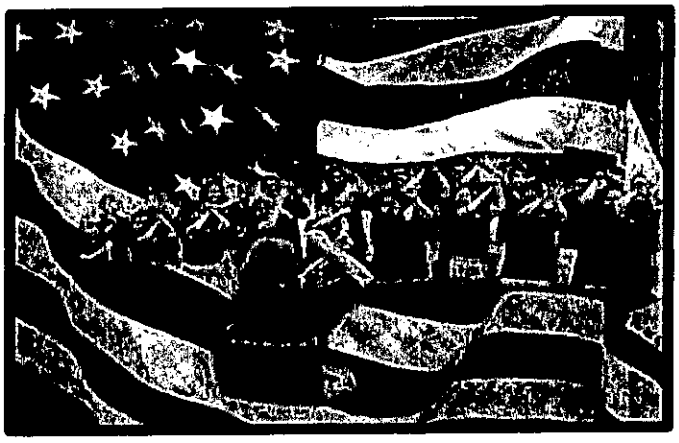
Average number of pupils during Cofer tenure: **36**
Communication: **bilingual-bicultural** - affirmed role of *American Sign Language* as the natural language of deaf persons and fostered competency in both English and *American Sign Language*

Cofer tenure

- Hearing screenings for infants
- Discontinued Trades program
- Blue Ribbon Task Force established
- ND Interpreter Law passed
  (Collaboration with ND Association for the Deaf)
- Implemented ASL & Interpreter Training Program (Collaboration with Lake Region State College)
- Implemented ND Captioning Center (Collaboration with ND Friends of Deaf Children Foundation)
- Offered Interactive Television Network classes

(Collaboration with Lake Region State College)
- ND Deaf/Blind Services housed at NDSD
- Individuals with Disabilities Act (IDEA) amended (2004)
- Down-sized - school building leased to Head Start

1998-2005 scenes from campus



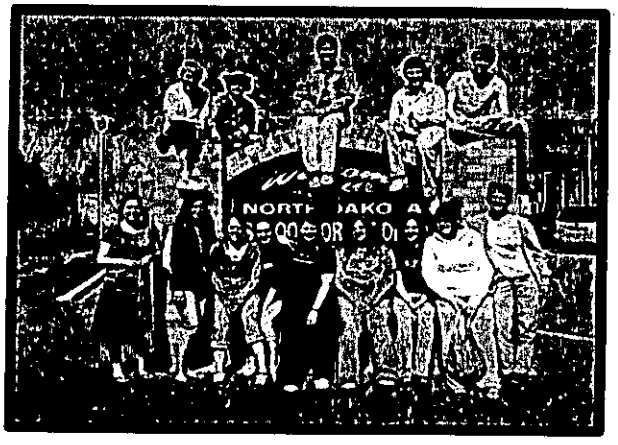
Superintendent Dennis Fogelson 2006-2009

Average number of pupils during Fogelson tenure: **26**
Communication: Endorse use of visual communication and promote an environment in which *American Sign Language* and English mutually co-exist – communication must be direct, comprehensible and accessible

Fogelson tenure
- Legislature authorized expansion of services to adults

- Legislature passed Interpreter bill – NDSD delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real-time captioning costs incurred
- *American Sign Language* approved as vocational course by *ND Department of Career & Technology Education*
- Legislature mandated formation of transition team to review future role of NDSD

2006-2009 scenes from campus



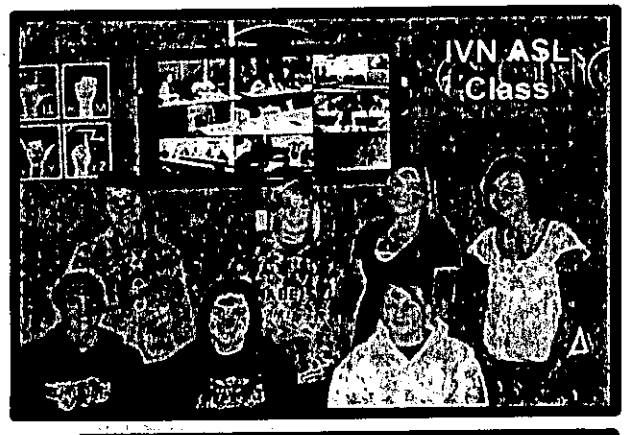
Superintendent Carmen Suminski
2009 – present

Average number of pupils during Suminski tenure: **23**
Communication: Endorse use of visual communication and promote an environment in which American Sign Language and English mutually co-exist – communication must be direct, comprehensible and accessible

Suminski tenure in progress
- Installation of elevator
- Completed the NDSD Future Services Plan with the Consensus Council, Inc. Bismarck
- Implemented Power School

- Instituted a Memo of Agreement between Devils Lake public Schools and NDSD
- Demolished the infirmary building
- Completed Campus Master Plan by EAPC Architects, Grand Forks
- Shared superintendent position with North Dakota vision Services/School for the Blind
- Installed public access videophones on campus

2009 scenes from campus



Times have changed
Demographics have changed
Laws have changed
Educational trends have changed
NDSD has changed

The North Dakota School for the Deaf adapted with changing times and assumed a dual mission:

1. Provide educational and residential services for deaf and hard of hearing children
2. Provide outreach services to deaf and hard of hearing people of all ages

Outreach services have been an integral part of NDSD since 1988. Thousands of individuals have been served. Throughout its long and proud history, the North Dakota School for the Deaf has encountered many challenges but one thing has remained constant ...

... North Dakota School for the Deaf continues to provide quality programs for deaf and hard of hearing individuals in our state

NDSD has evolved into North Dakota's Educational Resource Center on Hearing Loss & Deafness.

Thank you!

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Appendix B

Future Services Plan

Executive Summary

Transition Team Members

Outline and Description

Team Recommendations

Executive Summary
Activities and Recommendations of

The North Dakota School for the Deaf
Future Services Plan Transition Team

".... the excellence and successes of the past blended with the opportunities of the future."

Submitted to:

The North Dakota Department of Public Instruction (NDDPI)

By:

The Consensus Council, Inc.
1003 E Interstate Ave - Suite #7
Bismarck, ND 58503-0500

July 22, 2010

"What matters deafness of the ears when the mind hears?
The one true deafness, the incurable deafness, is that of the mind."
----- Victor Hugo

Executive Summary

The Task:
The North Dakota School for the Deaf Future Services Plan Transition Team, a group of 13 individuals (attached) representing a broad-based constituency, selected and appointed by the ND Superintendent of Public Instruction was charged with the task of identifying a plan for and meet the changing needs of deaf and hard of hearing students and citizens of the state as mandated in HB 1013, Section 19 (attached).

The Process:
The Department of Public Instruction contracted with the Consensus Council, Inc., a private, neutral third party, to facilitate the process and assist the Transition Team in developing and documenting their conclusion and recommendations.

The Transition team members participated in a series of 8 meetings, (October 2009 through June 2010) held in Bismarck and Devils Lake, and utilized a consensus-based decision-making process to receive, review, assess, distribute and evaluate a substantial quantity of information to drive its activities. A specific documentation process was employed to ensure that all aspects of the process were recorded and available for future reference.

The Transition Team defined its role and established a set of values that it agreed to utilize in making their decisions and forming their recommendations. In addition to the responsibilities of the Transition Team members to represent their respective constituencies, efforts were ongoing to encourage openness and transparency by providing opportunities for public participation and input and venues for the sharing and posting of information and materials.

The Transition Team intends its efforts to provide the ND Department of Public Instruction with a product that is not *"business as usual,"* but a *"reflection of the excellence and successes of the past blended with the opportunities of the future."*

The Conclusions and Recommendations:
The Transition Team addressed and responded specifically to each of the six (6) components identified in HB 1013. These recommendations are included in this summary (attached) and should be reviewed for their specific content. However, for the purposes of this summary, the themes and broader focus of the Transition Team's conclusions will be highlighted.

History and Tradition:
The NDSD has a long, proud and successful tradition of providing a quality residential education to students who are deaf or hard of hearing. It is the Transition Team's position that this history exemplifies the process of innovation and change and serves as the solid foundation upon which a quality set of services can be based for the future. This includes recognition of the individualized needs of the students, an acknowledgement of the diverse philosophies relative to deaf education, and a respect for cultural and social uniqueness. The Transition Team addressed and established as false the perception and fear that its mission was a camouflaged initiative to "close the school." Rather, the Transition Team's recommendations embrace and support the

continued availability of existing services in an integrated service-delivery system based on individual needs and choices. Additionally, the Transition Team supported the preservation of and access to the materials, artifacts and memorabilia (including the pond and the bridge) that reinforce the link/bridge from the past, to the present, and on to the future.

Continuum of Service:

Of significant note is the expanded scope of services that the Future Services Plan is expected to include – NDSD's former focus on school age children has changed to a clear responsibility for services to infants through senior citizens who are deaf or hard of hearing. The expansion of this parameter and the respective charge that it conveys to the Department of Public Instruction cannot be adequately addressed without a reciprocal acceptance of the need for increased resources and support.

The Transition Team undertook an extensive process that first identified the profiles of the service populations and then moved on to inventory their respective needs, the services currently available, the existing gaps in services, and the proposed/potential service and program options needed to close the gaps.

The Transition Team recognized and accepted the fact that it was unrealistic to expect its product could include the answers to all of the questions, responses to all of the needs and a plan/blueprint that would address all of the issues. The Transition Team chose to address this limit and its responsibilities by embracing the concept of a comprehensive continuum of services and the establishment of an organizational structure within which such a continuum could develop, expand and respond to the current needs and those yet to be identified. Subsequently, it was also apparent to the Transition Team members that the actions, activities and initiatives necessary to establish and maintain the continuum could only be achieved by a steady and ongoing, long-term process endowed with the necessary resources, authority, oversight and flexibility. This became a primary focus and ultimately the "pillar" recommendation of the Transition Team.

To provide this structure and organization the Transition Team recommended that "…. North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age." The Transition Team identified specific structures, roles and responsibilities relative to the NDSD/State Center of Excellence (attached). Conjunctive with this recommendation, the Transition Team recommended the establishment of the "NDSD/Center of Excellence Advisory Council (a previous iteration of this group was the NDSD Advisory Council which has not been meeting regularly for some time) with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, alumni, administrators, legislators, services partners and Future Services Plan Transition Team representatives. It is expected that this group will have an active role in the development and ongoing operations of the NDSD/State Center of Excellence.

The Transition Team acknowledged the need for further development of an actual strategic plan and an ongoing outcomes-based process to assess and evaluate needs, progress and effectiveness. The NDSD/State Center of Excellence will serve as the central responsible entity for research, data gathering and information (and referral) regarding issues related to deafness and hearing loss.

Partnerships/Collaboration:
The vision and mission of the NDSD/State Center of Excellence is one of partnership, cooperation and collaboration. The Transition Team rejects the idea of duplication of services and endorses the critical nature and value of working with existing providers and stakeholders on the local, state, regional and national levels. This same collaborative/partnership approach is envisioned for the development of new programs and services, sharing of information and best practices models, purchase and provision of fees for service, and an overall strategy that employs and utilizes the separate and combined knowledge, expertise, strengths and resources of all stakeholders (parents and families, local school districts, the ND Department of Human Services, ND Vocational Rehabilitation, colleges and universities, non-governmental organizations, state, regional and national associations, etc.) to meet the needs while developing and providing services directly only in those cases where it is not or cannot be done alternatively.

Empowerment/Advocacy/Information/Referral:
The Transition Team recognizes and supports the development of philosophies, values and services that promote and support the individual (and family). Noting that choice is a matter of individual freedom and should not be forfeited because of any disability, the Transition Team is cognizant of the fact that, if there are no attractive or accessible options available, the reality is that there is no choice. Individuals who are deaf or hard of hearing (and their families) must be provided with the information necessary to make a decision or choice, and assisted to develop and supported to exercise the skills needed to advocate for themselves. Similarly, deaf and hard of hearing individuals represent the most significant component of the stakeholder pool and should share in the processes, decisions and responsibilities of their own service plans and the planning for future services. The Transition Team considers this value to be intrinsic and integral to all aspects of the continuum of services.

Technologies:
The unique demographics and geography of North Dakota assert some challenging demands on the provision of and accessibility to services. Additionally, advances in care, treatment, and educational approaches are coming on scene with increasing speed. The Transition Team recognized this and determined that a significant level of effort and investment must be made in identifying, implementing and sustaining technologies that support these advances and opportunities and efficiencies they represent.

Efficiencies and Good Stewardship:
The Transition Team values the service needs of the "individual" and respects the costs of meeting those needs. These components are not mutually exclusive, but carry with them the need for an honest commitment to make the difficult decisions and budgetary

choices for the right reasons and, with both long and short-term goals in mind. "....There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing funds and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor."

The Transition Team agreed that this approach should be true for the thoughtful and planned use of the campus and its facilities, as well as, the development of revenue generating activities. The Transition Team was appropriately concerned that a number of planning activities relative to both of these concerns were taking place simultaneously, and virtually without any communication and coordination between the groups involved. The Transition Team supported the basic goals of the various efforts, but recommended that they be joined and coordinated and that campus planning and efforts to generate revenue be done in sync with the Future Services Planning efforts (under the purview of the NDSD/State Center of Excellence Advisory Council).

Next Steps:

With the submission of the completed report, the "next steps" officially rest with the North Dakota Department of Public Instruction. It is understood that the recommendations of the Transition Team are just that, recommendations, that the Department of Public Instruction is under no obligation to accept all or any of them. It is the hope that the work of the Transition Team represents a valuable outline of opportunities based on the extensive work that they have done and the consensus that they have achieved.

The Transition Team has offered a number of specifics related to the tasks it was assigned, the needs and gaps in services, the development of a NDSD/State Center of Excellence and other options. The Transition Team has provided an initial draft of a "phase-in" outline and its membership, to a person, has expressed a willingness to continue their involvement in the further development of the plan and its implementation. This may include efforts to secure support for the plan, legislative advocacy, and potential membership on the NDSD/State Center of Excellence Advisory Council.

Appreciation:

This report and its recommendations would not have been possible without the consistent hard work, commitment, time, energy and goodwill of the members of the Transition Team and the support staff from the ND Department of Public Instruction. Their personal and professional investments and subsequent willingness to continue to work with and support the Future Services Plan truly reflect "the excellence and successes of the past blended with the opportunities of the future." Their efforts are expected to have a positive impact for years to come.

North Dakota School for the Deaf
Future Services Plan
Transition Team Members

NDSD Future Services Plan
Transition Team Contact List

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Fargo, ND 58102

Cynthia Tastad (Parent)
Rolette, ND 5836

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NDAD and NDSD Alumni
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Celinda (Cindy) Wetzel
Bismarck Public Schools
Hearing Impaired Coordinator
Bismarck, ND 58501

NDSD/State Center of Excellence

"Serving all North Dakotans with Hearing Loss"

OUTLINE and DESCRIPTION

NDSD/State Center of Excellence

"Serving all North Dakotans with Hearing Loss"

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the maintenance and coordination of existing services, identification and provision of expanded services, expansion of outreach services, development of a model/laboratory school and other related, non-duplicative services for individuals who are deaf or hard of hearing.

Basic Structure

Purpose:

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the development, coordination and maintenance of a comprehensive continuum of non-duplicative services for all citizens who are deaf or hard of hearing (infants through senior citizens).

Mission:

To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.

Center of Excellence Values/Philosophy (adopted from the Transition Team's Value Statements):

- The focus will always be on the people (individuals and families) who need/receive/utilize the services.
- All services to be provided and developed will be of the highest – "best" - quality.
- Planning and services will be need-driven, responsive and flexible.
- All activities will reflect a leadership role that is current, and creative.
- The NDSD/SCOE will utilize a partnership/collaboration approach that incorporates tradition, proven strategies and innovative approaches.
- All related laws and regulations will be identified and respected.
- Fiscal responsibility and good stewardship will be stressed.
- Services will be based on a continuum that reflects a broad focus and comprehensive process encompassing all programs serving individuals who are deaf or hard of hearing in the state (infants to senior citizens).
- All services will be available and accessible to all individuals who are deaf or hard of hearing.
- All services will be open to all North Dakotans regardless of race, ethnicity, geographical location or age.

DPI Portfolio:

The NDSD/State Center of Excellence will be established under the authority and jurisdiction of the ND Department of Public Instruction (DPI). As such, the ND Department of Public Instruction will be responsible to:

- Establish and maintain consistent state policies and philosophies regarding the education of and provision of non-duplicative services to ND citizens who are deaf or hard of hearing.
- Establish an administrative and managerial structure for the NDSD/State Center of Excellence that provides management, oversight, planning, budget and fiscal services.
- Develop, implement, monitor and maintain a strategic service plan (comprehensive continuum of services) for the provision of education and other non-duplicative services to ND citizens who are deaf or hard of hearing.
- Gather, evaluate and maintain relevant statistics and data regarding the citizens of ND who are deaf or hard of hearing.
- Explore and develop innovative/best practices models and partnerships with other state, regional and national educators and service providers.

NDSD/State Center of Excellence:

The NDSD/State Center of Excellence will be staffed by qualified, experienced professionals who may be located on the NDSD campus or in regional/outreach offices throughout the state. The NDSD/SCOE will be responsible to:

- Identify, develop, manage and maintain a continuum of services that is available and accessible for/to North Dakota citizens (infants through seniors) who are deaf or hard of hearing.
- Provide Long/Short Term Educational Services (summer programs)
    - Residential Services
    - Laboratory School
    - Non-traditional Educational Services Based on an "Open/Revolving Door with Wrap-around Services" Philosophy
- Maintain and continuously improve services to school age children (including traditional and non-traditional residential options).
- Maintain and broaden the scope of existing programming and services (infant, preschool, outreach, research, including Individualized Family Service Plan (IFSP) and Individualized Education Program consultation (IEP), etc.).
- Establish and maintain quality standards that promote a statewide policy/philosophy on services and support consistency from community-to-community, school-to-school, and provider-to-provider.
- Provide a comprehensive information and referral service for individuals, families and the general public.
- Develop, provide and maintain a public education/information/awareness program regarding deaf and hard of hearing issues.
- Provide and coordinate data and research services as they relate to the full continuum of services.
- Serve as the focal, coordinating and support point for the exploration and utilization of technology and technology-based initiatives, and coordinate the implementation of specific options as they are deemed appropriate.
- Coordinate vocational services, employment placement and employment support services with other partners and providers in the state.
- Coordinate and provide social and deaf cultural programs and services.

- Serve as the coordinating partner for the expansion and monitoring (training, certification and accountability) of interpreter services.
- Identify and promote innovative best practices partnerships and models that support quality services and economies of scale at the local, state, regional and national levels.
- Establish, implement and maintain a plan for the management and effective utilization of the NDSD campus, its buildings and facilities (recognizing and supporting the history and traditions of NDSD).
- Coordinate, expand and provide cultural and social activities and opportunities for children and adults who are deaf or hard of hearing, their parents and families.

The NDSD/Center of Excellence Advisory Council will be reorganized and reestablished. Its membership will reflect a broad comprehensive representation of stakeholders including consumers, administrators, legislators, services partners and Future Service Plan Transition Team representatives. The Council must have clearly defined responsibilities to provide oversight, advice and recommendations regarding the management, direction and services provided by the NDSD/State Center of Excellence, and should be actively involved in strategic planning and accountability, and efforts to move the Transition Team's recommendations from "paper to reality."

Potential Partners and Collaborators:

The NDSD/Center of Excellence will not duplicate or assume the responsibilities of other groups, organizations or agencies, but will work in partnership and collaboration with stakeholders and service providers to identify and meet existing and changing needs and develop and provide appropriate, responsive services and programming.

Potential Partners

- Parents, Consumers and Advocacy Groups
- Schools and Special Education Districts
- Higher Education - Colleges and Universities
- Hospitals and Medical Facilities
- Alumni and Staff of NDSD
- Advocacy Organizations and Agencies
- North Dakota Department of Human Services (Vocational Rehabilitation, Aging Services, Regional Human Service Centers, etc.)
- Child Care Providers
- State and National Education and Service Providers
- AARP
- North Dakota Long Term Care Association
- North Dakota Centers for Independent Living (Bismarck, Fargo, Minot and East Grand Forks)
- North Dakota Dual Sensory Project
- North Dakota Vision Services/School for the Blind
- County/Area Public Health Units
- Service Groups and Organizations

Service Populations/Profiles:

#1. Infants – 0 to 2 years

#2. Preschool – 3 to 5 years
#3. Elementary – 6 to 11 years
#4. Junior High/Middle School – 12 to 15 years
#5. High School (transition) - 16 to 21 years (or graduation)
#6. Young Adults – 22 to 35 years
#7. Adults – 36 to 64 years
#8. Seniors Citizens – 65 years and older

Specific Examples of Essential/Core Services

- Assessments and Evaluations
  - Newborn
  - Preschool
  - School age
  - Adults
  - Seniors
- Case Management Services
- Early Intervention Services
- Family Support, Training and Education Services
- Pre-school (Regional Preschool Programs) Services
- Language Training Services
- Interpreter Services
- Assistive Technology (including hearing aids) Services
- Consultations (including IFSP and IEPs)
- Information and Referral Services
- Advocacy/Mentoring and Peer Support
- Education and Consultation (school and special education districts) Services
- Audiology Services
- Vocational Services
- Mental Health Services
- Cochlear Implant Support Services
- Social and Cultural Support and Education Services

North Dakota School for the Deaf
Future Services Plan Transition Team Recommendations

Recommendations Specific to HB 1013 - Section 19

In providing these observations and recommendations, the NDSD Future Services Plan Transition Team wishes to ensure that their work will not be viewed or handled as "just another study." Rather, their efforts have been directed to provide the ND Department of Public Instruction with a product that is not "business as usual," but a "reflection of the excellence and successes of the past blended with the opportunities of the future." The members of the Transition Team are prepared to assist in carrying their recommendations forward in a realistic manner.

Task #1:

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

Transition Team Observations and Recommendations:

The Transition Team spent a significant portion of its time on this task. The Team developed a series of profiles (age groups) and compiled extensive information regarding available services, gaps in service, and recommended/needed services for each profile group (See: *Service Needs Grid*, Addendum #6). The Transition Team believes that this work represents information that is significant, not only within the current service environment, but also as a key component in planning and service development (strategic plan).

This effort must be considered in conjunction with the primary recommendation and central pillar of the Future Services Plan, the establishment of the NDSD/State Center of Excellence (a recommendation that is more specifically defined in a later section). The focus of future services, as envisioned by the Transition Team, is one of:

- Developing and defining a clear mission;
- Identifying needs and service gaps;
- Collaborating and partnering with other groups, agencies and organizations to provide the services; and
- Establishing a structure with the authority, resources and flexibility to address these points in a specific and ongoing manner.

Task #2:

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

Transition Team Observations and Recommendations:

The current trends, demands and changes relative to educational and other services for individuals who are deaf or hearing-impaired are neither unique nor exclusive to North Dakota. While these factors are being addressed by other states in a variety of ways, the NDSD Future Services Plan Transition Team chooses to recommend and endorse an ongoing, open relationship with all providers. The Team expects that this type of

approach will foster the identification of potential partnerships and encourage the establishment of a network of partners and collegial relationships that will support the development of the types of partnerships and initiatives envisioned by the Legislature.

It must be noted that NDSD is an active member of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and NDSD staff participate in monthly conference calls and attend regional and national CEASD conferences. Additionally, the ND Department of Public Instruction and other groups and organizations are engaged in local, state, regional and national organizations that support this type of approach. The Team recognizes that it is not identifying or recommending specific partnerships at this time, but wishes to compliment the existing and potential options with the clear understanding that the proposed NDSD/State Center of Excellence will be the organizing and coordinating catalyst for future endeavors.

Currently, there are no "out of state students" enrolled at NDSD. However, ND Century Code 25-07-05 clearly allows for this option -

> "A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the School for the Deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of the state to the exclusion of a child who is a resident of this state."

Based on the Individualized Education Program (IEP) planning process, North Dakota students could be placed at an out-of-state program with tuition based on the fee structure of the specific agency.

The Transition Team believes that these two options represent a tiny fraction of the potential opportunities that exist to effectively, efficiently and economically address ".....the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired" in North Dakota.

The Transition Team recommends that the NDSD/State Center of Excellence Advisory Committee take an active interest and role in this component and suggests that efforts to pursue these types of partnerships be identified, prioritized and addressed through the strategic planning process.

Task/Goal #3:

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

Transition Team Observations and Recommendations:

The values developed and adopted by the Transition Team throughout their work reflect a desire that any proposed services for individuals who are deaf or hard of hearing be of the highest quality, and that ND be seen as a leader in the field. Consistent with this

goal, the Transition Team reviewed specific documents and materials throughout their meetings to build their awareness of current research findings as well as local, state, national and international trends in the education of deaf or hard of hearing individuals. Further, expert representation on the Transition Team contributed relevant research data and reported current developments from national conferences as needed.

Following is a brief outline of areas covered in the presentations, documents, reviews, discussions and reports:

- History of NDSD
- Education Philosophies
- Current Services
  - NDSD
  - Local Schools
  - DPI
- Facility Inventory
- Demographics – Current and Future Projections/Trends
  - Youth/Adults
  - Rural/Urban
- Past Initiatives/Studies
- Public Input
  - Parents/Families
  - Students/Alumni
  - Educators
  - General Public
- Best Practices
  - National Programs and Trends
  - State Programs and Trends
  - Local Programs and Trends
- Economic Concerns/Issues – General and Specific
- Local/State Impacts and Options
- Budget Info/Issues
- Various Articles and Publications

A comprehensive listing of the documents, resources and other information reviewed by the Transition Team was referenced earlier.

Task #4:

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

Transition Team Observations and Recommendations:

Previous sections of this report have provided a broad perspective of the meeting process. The Transition Team values the energy, efforts and commitment of its members and is comfortable that it has "done its work" throughout this initiative. The materials, specifically the meeting summaries, provide a more detailed description of their activities and discussions and Transition Team members encourage the recipients of this report to review those materials. All of the information and materials may be accessed on the NDSD website: www.ndsd.gov.

Task #5:

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

Transition Team Observations and Recommendations:

There are efforts currently underway at NDSD to develop and expand operational services and options that can serve as revenue generators. These include:

- Rental of unused space (current entities renting space include EduTech, Department of Commerce, Protection and Advocacy, Head Start, and Martial Arts Program);
- Provision of Interpreter Services; and
- Tuition for ASL (American Sign Language) IVN classes from participating North Dakota high schools through the Northeast Education Services Cooperative.

Under the direction of the current administration and with the expected assistance and direction of the NDSD/State Center of Excellence Advisory Council efforts must be continued and expanded to identify other options and avenues to generate revenues. These include the more efficient and effective use of campus buildings and facilities (rentals), development of fee-for-service options, expansion of partnership options and collaborative ventures with local, state and regional partners, and collaborative use of buildings and facilities with other education partners (Devils Lake Public Schools, Lake Region State College, the Area Vocational Tech Center, the local Parks Department, and Adult Education).

Task #6:

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

Transition Team Observations and Recommendations:

There are multiple processes underway to address the issue of long-range site and facilities planning on the NDSD campus. Although these have been initiated with the very best of intentions, it must be noted that there has been little or no contact, communication or coordination between the various groups. The absence of a coordinated approach has resulted in a number of misunderstandings and concerns. Timeline and fiscal pressures have further magnified the problems.

The Transition Team questions the logic of developing a "master" plan for the use of NDSD campus facilities and buildings before the Future Service Plan has been developed (the mission should be clearly established and carefully considered in relation to the use of the existing or potential facilities).

Concerns were raised regarding plans for the campus as they relate to the recognition and preservation of the NDSD history and tradition (i.e., the pond and bridge, and the materials currently stored in the Trades Building).

Funds ($800,000) were appropriated by the 2009 Legislature to make needed improvements to the Trades Building with the intent that it would be marketed and utilized as a potential source of income. Because of the context within which these efforts have proceeded, no decisions have been made to-date and, consequently, it has not been possible to identify a potential renter or secure the necessary financial leverage to cover the full costs of renovation. The Transition Team is concerned that legislators may be frustrated that this effort has not moved forward and agreed to support the efforts of the DPI to initiate the basic updates needed to bring the Trades Building up to current building, safety and accessibility codes. This approach would prepare the building for further renovations which can be identified and determined at a later date, and still move the process forward in a considered and thoughtful way.

The Transition Team concluded and agreed that the efforts already underway by the NDSD Facilities Committee, EAPC (contracted architects/engineers), and the Future Services Plan Transition Team should be merged and the collaborative group encouraged to consider and support the current and future (long-term) mission and needs of the NDSD/State Center of Excellence concept. Additionally, these efforts should leverage every opportunity for the full and efficient use of the buildings and grounds in partnership with the community, state and local service providers and private entities (area Head Start and Lake Region Human Services were noted as logical partners). Further, any plan for campus facilities should recognize and support the preservation of the NDSD history and traditions and should integrate the NDSD historical "treasures" currently stored in the Trades Building into a more accessible and open campus-wide display that can be maintained for alumni, guests and posterity.

Costs/Cost Issues

Consistent with the Transition Team's established values, both the education and service needs of "the individual" and the costs of meeting those needs must be addressed.

There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing fund and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor.

The Transition Team debated and considered cost comparisons between the provision of services in the existing residential model versus community-based inclusion models (NDSD vs. local school districts). The Transition Team concluded that, beyond establishing some general parameters, this effort is neither possible nor reliable because of the significant variance in factors between these two models and the service differentials incumbent upon the specific needs of individual students as identified in the Individualized Education Program (IEP). It is just not possible to compare the two. Additionally, the sources of the funds may influence the numbers and cause them to be suspect.

Primary Recommendation:

The primary conclusion and recommendation of the NDSD Future Services Plan Transition Team is that North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age (See: *NDSD/SCOE Description*, Addendum #6, and *NDSD/SCOE Phase-In Outline*, Addendum #7).

As indicated under Task/Goal #1, this recommendation encompasses the specific needs, identifies the mission and focus of future services, and establishes the necessary structure, authority and resources needed to take advantage of the opportunities identified in this effort. The previously referenced documents are intended to supply some of the specifics of how, what and when.

Additional Recommendations:

The following recommendations represent components or aspects of future services that may be assigned or come under purview of the NDSD/SCOE, but are significant enough that the Transition Team chose to highlight them separately. Additionally, several of them may require legislative assistance or action.

- Establish a uniform, consistent process for training, certifying and monitoring ASL interpreters in numbers that will meet the existing and future needs.
- Establish a universal infant screening program in all birthing hospitals.
- Establish ASL as a credited option for foreign language requirements in all North Dakota high schools and be considered under the same designation within the university system.
- Review, reorganize and reestablish the NDSD/Center of Excellence Advisory Council with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, administrators, legislators, services partners and Future Services Plan Transition Team representatives. Activities of this group would also include:
  - An active and involved leadership role with broad representation of the stakeholders who would be directly responsible to advocate for the FSP and support the NDSD transition;
  - The development of a strategy to tell the NDSD/SCOE Story;
  - The development and implementation of a strategy to assist DPI in moving the necessary bills through the legislature;
  - The provision of supporting information, testimony and material to the legislature and the public;
  - The prioritization of the needs and "phase-in" process; and

- The development, implementation, and monitoring of the NDSD/SCOE strategic plan.

NDSD Accreditation Issues:

Regrettably, the Transition Team became aware of some issues and concerns related to the accreditation of the NDSD high school program very late in the process. The Transition Team's reaction was to recommend that the Department of Public Instruction and the NDSD's administration formalize agreements with Local Education Agency (LEAs), the Devils Lake Public School District, and distance learning providers to ensure the availability of student-centered choices based on the needs identified in each student's Individualized Education Program – in short, options to assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum. The Transition Team has requested and is seeking further information and clarification regarding this issue and is, at the time of this report, awaiting a response from the Department of Public Instruction.

Appendix C

Case Statement

North Dakota School for the Deaf
State Center of Excellence

The NDSD Advisory Council Recommends:

Establishing the NDSD Center of Excellence to develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing.

Appendix D

Memorandum of Understanding

with

Devils Lake Public Schools

MEMORANDUM OF AGREEMENT BETWEEN THE NORTH DAKOTA SCHOOL FOR THE DEAF AND THE DEVILS LAKE PUBLIC SCHOOL DISTRICT #1 TO PROVIDE FOR THE JOINT PROVISION OF EDUCATIONAL SERVICES FOR STUDENTS IN GRADES 9-12 WHO ARE ENTITLED TO RECEIVE AN EDUCATION IN THE SCHOOL FOR THE DEAF

This Memorandum of Agreement was made this 9th day of August, 2010, to be effective for the 2010-2011 school year between the North Dakota School for the Deaf, (NDSD) and Devils Lake Public School District #1.

This agreement will, assure the availability of student-centered choices based on the needs identified in each NDSD student's Individualized Education Program (IEP) and assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum.

Partnering among the NDSD, Devils Lake School District and Lake Region Special Education Unit will provide educational services while assuring students who are deaf and hard of hearing have access to high quality educational programming in compliance with the student's IEP; and

NDSD will

- Maintain inclusion opportunities in the Devils Lake Public School District for students in grades K-8 for students who are deaf and hard of hearing
- Assign NDSD licensed, credentialed and certified staff members to work with Devils Lake Public School District
- Provide expertise in deaf education by providing consultation, identification of support services and instruction (i.e., team teaching) in the classrooms for grades 9-12
- Assist in designing modified curricula and assessing program delivery and effectiveness for grades 9-12
- Provide certified sign language interpreters
- Provide student transportation
- Provide counseling services
- Provide use of curricular materials and instructional technology
- Provide audiology services
- Provide health services
- Participate in all meetings related to NDSD students
- Provide residential services in compliance with the IEP

- Provide payment for fees (i.e., books, graduation, and lunch)
- Provide access to student records in its possession to prepare and administer the IEP
- Maintain liability for all elements of the NDSD students IEP

Devils Lake Public School District with consultation from Lake Region Special Education will

- Enroll NDSD students in high school courses as per schedule and in compliance with the IEP
- Provide diploma upon satisfactory completion of high school curricula and in compliance with the IEP, Devils Lake Public School District and state requirements
- Provide opportunities for extra-curricular activities and events
- Receive State Aid per student payments based on enrolled NDSD students
- Provide a resource room at the Devils Lake High School for use by NDSD staff and students
- Administer the state assessment in compliance with the IEP
- Provide case management to students in collaboration with NDSD and Devils Lake Public School staff
- Maintain the student master file and follow state and federal guidelines as to records management for students case managed by Devils Lake High School
- Develop mechanisms to encourage ongoing parental involvement in their children's education

If the Memorandum of Agreement should terminate for any reason, Devils Lake Public School District shall return to NDSD all materials and equipment received and student records.

This Memorandum of Agreement may be modified at any time in writing executed by all parties and will be reviewed on or before June 30th of each successive year for renewal.

Representatives from NDSD, Devils Lake Public Schools, and Lake Region Special Education shall meet at least once at the close of the 1st semester and a least once at the close of the second semester to determine the functionality of this agreement. It shall be the responsibility of the superintendent of the North Dakota School for the Deaf to arrange these meetings.

The Devils Lake School District #1 and the North Dakota School for the Deaf hereby confirm their agreement of the terms and conditions through the signatures of their authorized representatives affixed below:

Approved:

Ed Brown
President, Devils Lake School Board

8-30-10
Date

Dr. Steve Swiontek
Superintendent, Devils Lake School District

8-30-2010
Date

Carmen Grove Suminski
Superintendent, North Dakota School for the Deaf

8-31-10
Date

Dr. Wayne Sanstead
Superintendent, North Dakota Department of Public Instruction

9-02-10
Date

Appendix E

EAPC Schematic Designs

and

Construction Estimates

EAPC

Memorandum

To Carmen Suminski **Date** 1/5/11

From Randle Kling AIA **Reference** NDSD Link Construction Estimate

General Requirements	$51,495
Site Construction	$41,023
Concrete	$85,480
Masonry	$65,040
Metals	$54,760
Wood & Plastic	$ 2,625
Thermal & Moisture	$52,860
Doors & Windows	$41,325
Finishes	$82,071
Specialties	$ 9,983
Equipment	$ 1,615
Audio Visual Equip.	$44,000
Elevator	$49,800
Mechanical (HVAC)	$168,500
Electrical	$ 74,000
Taxes, Contractor Markup, Bonds, Contingency	$ 237,000
Design/Engineering (%9)	$ 95,542
Link Total	$1,157,119

3100 DeMers Avenue, Grand Forks North Dakota 58201 | Telephone 701.775.3000 | Fax 701.772.3605

EAPC

Memorandum

To Carmen Suminski **Date** 1/5/11

From Randle Kling AIA **Reference** NDSD Trades Construction Estimate

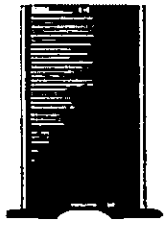
General Requirements	$101,547
Site Construction	$ 31,966
Concrete	$ 25,548
Masonry	$ 34,546
Metals	$ -
Wood & Plastic	$ 85,400
Thermal & Moisture	$ 61,380
Doors & Windows	$100,438
Finishes	$130,389
Specialties	$ 14,130
Equipment	$ -
Audio Visual Equip.	$180,000
Elevator	$-
Mechanical (HVAC)	$256,315
Electrical	$186,617
Taxes, Contractor Markup, Bonds, Contingency	$299,169
Design/Engineering (%9)	$ 135,670
Trades Bldg Total	$1,643,115

3100 DeMers Avenue, Grand Forks North Dakota 58201 | Telephone 701.775.3000 | Fax 701.772.3605

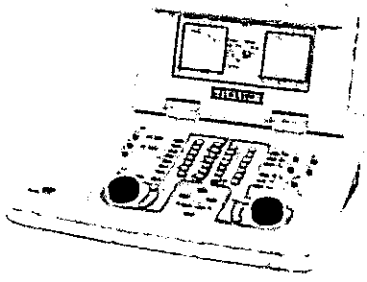
Appendix F

Description of Equipment

Main Server Replacement, $7,000
Campus server is several year old and showing signs of failure, replacement is required.

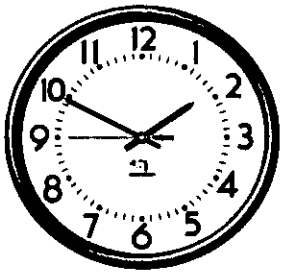


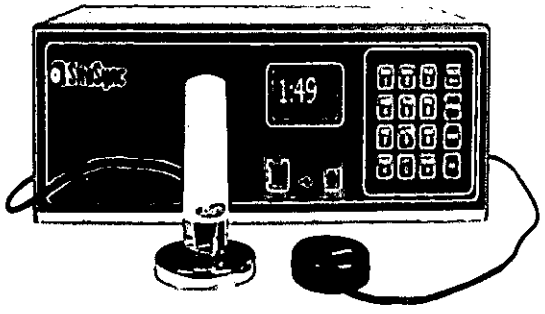
Clinical Audiometer $8,800
New Standard in Clinical Audiometry
The GSI 61 is the versatile, two-channel clinical audiometer from the most respected name in the audiologic industry — Grason-Stadler. With its state-of-the-art, two-channel design, the GSI 61 allows for fast, accurate pure tone and speech testing, using phones (TDH, insert and high frequency), bone vibrator and sound field speakers for output. It features both status and audiogram screen layouts for data presentation.



GSI Tymstar Comprehensive Middle-Ear Analyzer $8,900
Your Comprehensive Middle-Ear Testing Solution the GSI TympStar is designed to suit the clinical needs of audiologists and hearing specialists worldwide.
No other middle-ear analyzer offers a broader range of testing capabilities, and no other system provides hearing professionals with the versatility, flexibility and functionality they demand – whether in a clinical or research setting. The GSI TympStar comes pre-programmed with a series of default parameters for each test mode. As your testing needs change; however, the GSI TympStar also allows you to easily alter test parameters through its Program Mode. You can even automate a desired test sequence. By using the Program Mode, the GSI TympStar also makes it possible for multiple operators to program their own default parameters for tympanometry and reflex-threshold testing.

Campus Wide Clock system $17,000
GPS is the most common option, which retrieves the time signal from U.S. global positioning system (GPS) satellites circling the earth.
25 & 40 Watt Kits:
System Controller
External Transmitter
GPS Receiver with 15 ft. Cable
Campus Transmitting Antenna and 50 ft. COAX Cable
Lightning arrestor
All Necessary Adaptors
Power Supply





Gym Roof Replacement $59,730 - NDSD Master Facility Plan
A shortage of base budget general funds did not allow for extraordinary repairs which resulted in this important provision for roof replacement. Sections of the Gym roof have require some patch work. Roof replacement is listed in the Master Facility Plan.

Conclusion

I am honored to serve as the superintendent of NDSD State Center of Excellence. This is a critical; yet, exciting time to be at NDSD.

I ask that you please allocate the funds as included in the Executive and Senate Recommendations plus Phase I which includes the Connecting Link and enables NDSD to be in compliance with code and ADA and allows us to work and provide services in a "safe" and "accessible" environment.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of ND. With your support, we can continue to make that happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing!

A Comparison of Executive/Senate 2011- 2013 Costs for Service Options for Students Who are Currently at the North Dakota School for the Deaf

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Food Service Services	4.06								4.06	
• Salaries & Ben		360,053								360,053
• Operating		178,743								178,743
Residential	4.75				5.75				4.75	
• Salaries & Ben		482,194				595,661				482,194
• Operating		10, 365				85,365				10,365
Student Transportation	Temp				Temp				Temp	
• Salaries & Ben		24,453				24,453				24,453
• Operating		289,390		289,390		289,390				289,390
Health Services	1.51				1.51				1.51	
• Salary & Ben		187,513				187,513				187,513
• Operating		5,204				5,204				5,204
Education & Deaf Library	9.00								6.00	
• Salary & Ben		1,665,410								1,097,855
• Operating		65,595								53,425

[1] Option No. 4 includes the existing provisions of NDCC 15.1-32-18 which describes a high cost risk pool or student contract component of ND's education funding formula. This is a type of insurance provision to protect districts against extraordinarily high special education costs that may affect some districts more than others or that might occur in a given year. Some districts may be vulnerable to the disproportionate fiscal impact that can result from one or two unusually high cost special education students, thereby making the risk pool funding especially important in North Dakota.

SB 2013
Department of Public Instruction
Attachment #3
3/16/11

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Contract for Education and Interpreter Services • Operating					Contract amount to be determined by DLPS		25 x 50,000 = 1,250,000[2] (currently at NDSD) 106 x 35,000 = 3,710,000 (currently served in LEAs)			
Out of State Tuition • Operating 14 Students				560,000[3] 2,660,000[4]						
Subtotal • Salaries & Ben • Operating • Total	19.32	2,719,653 549,297								
Building & Grounds • Salaries & Ben • Operating	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840
Superintendent (Half Time) • Salaries & Ben • Operating	1.00-.50=.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890
Business Services • Salaries & Ben • Operating	3.00	334,839 186,788	2.00	247,199 186,788	2.00	247,199 186,788	2.00	247,199 186,788	3.00	334,839 186,788
Technology and Support • Salaries & Ben • Operating	2.00	243,968 96,850	1.00	145,057 96,850	1.00	145,057 96,850	1.00	145,057 96,850	2.00	243,968 96,850

[2] Based on estimated average cost of a student contract.
[3] This figure is tuition only to Iowa School for the Deaf for biennium for 14 students.
[4] This figure is tuition only to Minnesota State Academy for the Deaf for biennium for 14 students.

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
All Outreach 0-21 Age	5.40		11.00		11.00		11.00		7.65	
• Salaries & Ben		917,357		2,187,177		2,187,177		2,187,177		1,209,398
• Operating		235,046		235,046		235,046		235,046		235,046
Adult Outreach Services	.75		4.00		4.00		4.00		1.50	
• Salaries & Ben		144,248		864,908		864,908		864,908		272,130
• Operating		50,000		50,000		50,000		50,000		62,170
Interpreter Program	5.47								5.47	
• Salaries		678,213								678,213
• Operating		15,200								15,200
Total	43.94		25.50	4,338,751	32.76	4,899,179	25.50	4,642,186	43.94	
• Salaries & Ben		5,932,638		1,358,804		1,449,373		1,069,414		5,932,638
• Operating		1,633,911								1,633,911
• Total		7,566,549				* Contract amount to be determined by DLPS				7,566,549
Additional: Lease Revenue for Portion of Smith Building for Biennium $9/sq ft 28,000 sq ft Not included gym, resource center, Blackhurst Dorm				504,000 or $21,000/month		504,000 or $21,000/month		504,000 or $21,000/month		
Reduction in revenue due to discontinuance of Food Program						(213,200)		(213,200)		

Service or Program	Facility/Building Needs Depending on Service Delivery Model Selected				
	1. Current option, maintain PreK-8 NDSD with DLPS for Grades 9-12	2. Contract with a neighboring state for any student who requires a residential option	3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services	4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process	5. Future Services Plan 2011-2013 In progress Point in Time Projection
	Budget	Budget	Budget	Budget	Budget
Building Needs MFP Exec Bud MFP Projects	998,530	998,530	998,530	998,530	998,530
Optional or Future Requests					
Phase I Link	1,157,119	1,157,119			1,157,119
Phase II Trades Building	1,533,840	1,533,840			1,533,840
Demolition of Trades Building			TBD	TBD	
School Building Elevator with weather enclosure (If Link is not needed)		394,000	394,000	394,000	
Smith Building Project With ADA Bathroom (Future MFP Request)	716,200	716,200	716,200	716,200	716,200
Blackhurst Renovation to Office Facility		TBD		TBD	

SB 2013
Department of Public Instruction
attachment # 4
3/16/11

TESTIMONY

Mr. Jerry Balzer

REVIEW:

- Appropriation last session – study. HB 1013
- Never report to interim committee.
- Transition Committee - 13. 2 deaf.

1. At the August 23rd meeting approved 3 -2. 6 students. Now K-8.

2. Sanstead: 7/19/10 memo to D.L.H.S. School Board. "As the State Superintendent of Public Instruction, I am requesting that you approve the enrollment of NDSD high school students at D.L.H.S."

3. Before transition team recommendations finalized, Dr. Gronberg and Superintendent Suminski went to the June 2010, D.L.H.S. school board meeting requesting NDSD high school students be accepted in the fall of 2010. When challenged on this action, Dr. Gronberg said, "DPI regards this as an administrative matter and, as such, it has the relevant decision making authority."

I understand your concerns with this budge over the past few sessions.

- Size of the appropriation.
- Diminishing student populations.
- Use of buildings and grounds at NDSD

I lay these deficiencies on the leadership at DPI and NDSD. They didn't respond to the steaming pot and didn't pay attention to the whistles. We didn't get here in 4-5 years and we won't get our in 4-5 years. One thing I have been asked is why I would do if I had the ultimate authority in the matter. Here is a list of some of the things I would do:

- Have a minor in deaf education at every institution of higher education in North Dakota.
- Assure that ASL meets language requirements in every secondary education facility in North Dakota.
- Implement early intervention measures.
- Encourage parents to participate (in person or through outreach) in deaf education and ASL seminars.
- Place strong incentive on interpreter training.
- Have the Center for Excellence at NDSD include both deaf and blind individuals

- Sell property at Grand Forks where there is a much stronger real estate market than in Devils Lake.
- Include adult services and a closed captioning program.
- Have the outreach personnel responsible for teaching ASL and reviewing K-12 lesson plans.
- Make communities and schools aware of their deaf students' presence.
    - (Bob – Devils Lake – Saturday shopping merchants knew some sign language and they ran specials)
- Piggy back on the Twenty-first Century Communications and Video Accessibility Act.
    - The goal of the bill is to make new communications technologies, such as the internet and smart phones, more accessible to the deaf and blind users. I would make this a high priority for U.S. Senators Conrad and Hoeven and U.S. Representative Berg.

The Transition Team concluded and agreed that the efforts already underway by the NDSD Facilities Committee, EAPC (contracted architects/engineers), and the Future Services Plan Transition Team should be merged and the collaborative group encouraged to consider and support the current and future (long-term) mission and needs of the NDSD/State Center of Excellence concept. Additionally, these efforts should leverage every opportunity for the full and efficient use of the buildings and grounds in partnership with the community, state and local service providers and private entities (area Head Start and Lake Region Human Services were noted as logical partners). Further, any plan for campus facilities should recognize and support the preservation of the NDSD history and traditions and should integrate the NDSD historical "treasures" currently stored in the Trades Building into a more accessible and open campus-wide display that can be maintained for alumni, guests and posterity.

Costs/Cost Issues

Consistent with the Transition Team's established values, both the education and service needs of "the individual" and the costs of meeting those needs must be addressed.

There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing fund and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor.

The Transition Team debated and considered cost comparisons between the provision of services in the existing residential model versus community-based inclusion models (NDSD vs. local school districts). The Transition Team concluded that, beyond establishing some general parameters, this effort is neither possible nor reliable because of the significant variance in factors between these two models and the service differentials incumbent upon the specific needs of individual students as identified in the Individualized Education Program (IEP). It is just not possible to compare the two. Additionally, the sources of the funds may influence the numbers and cause them to be suspect.

Primary Recommendation:

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2.

The previously referenced documents are intended to supply some of the specifics of how, what and when.

Additional Recommendations:

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  - The development of a strategy to tell the NDSD/SCOE Story;
  - The development and implementation of a strategy to assist DPI in moving the necessary bills through the legislature;
  - The provision of supporting information, testimony and material to the legislature and the public;
  - The prioritization of the needs and "phase-in" process; and
  - The development, implementation, and monitoring of the NDSD/SCOE strategic plan.

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Closing Comments:

A great deal of information was gathered in the conduct and completion of the NDSD Future Services Transition Team process and this report cannot take the place of a careful review of the foundational and resource components contained in the references and addendums.

This report is intended to provide an overview of the process and summarize the outcomes while offering an outline of the next steps in implementation. The report reflects the evolution of the process, from the beginning, and all the Transition Team members have actively participated in its development. This report and its attendant documents and materials should be a valuable resource that can be utilized by the ND Department of Public Instruction and NDSD/State Center of Excellence staff and Advisory Committee in the development of the strategy/plan to move the ND School for the Deaf Transition Plan forward and to further focus the efforts of the committee members on those activities that must be addressed if the recommendations are to be moved "from paper to reality."

As in the case of any summary, a degree of license has been assumed by the authors based on the need for brevity and their direct involvement and interactions with the participants.

This report and its recommendations would not have been possible without the consistent hard work, commitment, time, energy and goodwill of the members of the Transition Team and the support staff from the ND Department of Public Instruction. Their personal and professional investments and subsequent willingness to continue to work with and support the Future Services Plan truly reflect "the excellence and successes of the past blended with the opportunities of the future." Their efforts are acknowledged, appreciated, and expected to have a positive impact for years to come.

Scenario at NDSD in past years (general synopsis):

- School for the Deaf with residential services for most
- Good number of deaf students of all ages (growing-up together and becoming life-long friends)
- Good number of deaf teachers and deaf dorm counselors as role models (teaching and supervising students)
- Staff and students signing/communicating fluently in American Sign Language (or other sign systems) – no communication barriers on the campus of a 'school for the deaf'
- Strong on-campus academic programs with opportunity for students to mainstream if desired
- Strong trade/vocational programs (most taught by deaf instructors) to provide employable work skills upon graduation
- Extra-curricular activities with large enough enrollment for deaf students to have their own teams – students took pride in their 'deaf' teams (basketball, football, track, etc.)
- Home on some weekends to be with families

Scenario that has evolved at NDSD in more recent years (general synopsis):

- School for the Deaf with residential services for most
- Small number of deaf students enrolled
- Smaller class sizes do not provide the camaraderie and life-long friendships that were developed (and cherished) in the past because the class sizes are now small and a bigger percentage of students have multiple disabilities
- Small number of deaf teachers and deaf dorm counselors because there are better social and work opportunities for them in larger communities and they leave – most now are hearing staff
- Staff and students still use sign language but cochlear implanted kids are taught/encouraged to use their speech more and sign less
- Quality deaf education for elementary and middle school students but high school has been closed and high school deaf students enroll at DLHS (with interpreter services) for both academic and vocational courses – the value of instruction from a teacher of the deaf has been minimal-ized
- Extra-curricular activities take place with hearing students (and interpreters) because there are not enough deaf students in any particular age group to make up a team of their own – deaf kids have lost the sense of pride and bonding from 'being a member of a deaf team'
- Students go home every weekend to be with families

Scenario at NDSD in future years if the trend continues and NDSD's enrollment continues to decline (estimated synopsis)

- School for the Deaf will eventually close and students will mainstream into their home school districts
- Legislators may likely continue to fund a downsized program at NDSD that provides outreach services similar to that of the School for the Blind/Vision Services. NDSD

Outreach services would provide itinerant/occasional educational support to students enrolled in their home school districts. Outreach would also provide consultation services to the home school district teachers needing their support.
Not every school will be able to find/hire qualified interpreters to sign the instruction to the deaf students placed in their home districts. There is already a shortage of certified interpreters in ND and I don't foresee this situation getting better in the near future. I know of two schools (Fargo and Belcourt) that need educational interpreters and have been searching since fall, 2010, and still haven't been able to find/hire. This year, 2011, ND legislators have been asked (by the ND Association of the Deaf and ND Registry of Interpreters for the Deaf) to add a penalty clause to ND's current interpreter bill. The bill is needed because interpreters with poor skills are not able to provide equal access to instruction being taught – they should not be working in school systems. Most profoundly deaf students rely on sign language to understand instruction and they should not have to endure poor interpreter services that provide them with only part of the information. I wonder what deaf kids will do while they wait for small home school districts to find/hire highly skilled interpreters? They will suffer the consequences.

Scenario in the Ideal World (Synopsis in an Ideal World)

In an ideal futuristic world I'd like to see the ND School for the Deaf continue to provide educational services to deaf students who need a sign language environment from teachers who use sign language. In my ideal world I wouldn't have to justify the value of things important for deaf kids ~~like,~~ deaf classmates and deaf friends, sign language, deaf role models, dead ed curriculums, deaf ed teachers. In a perfect world I wouldn't worry about having to continually validate the importance of a School for the Deaf to hearing people who have no understanding about deaf culture or the impact that hearing loss has on one's ability to learn language. And in an ideal world I wouldn't worry about how much money it takes to operate the school and money would never be an issue or come to question when it supported the education of students.

Realistic World – possible future scenario (this is not my preference but can foresee this type of scenario as a future possibility. I do not believe this is in the best interest of deaf students and I think that many deaf alumni would also agree that it is not what's best for deaf children but, no one seems to heeding the advice of those deaf people who have shared their personal opinions about how they feel regarding the education of deaf children.)

SUPPORTABLE.

-Legislators choose pre-determined date/year to close all educational program services at NDSD (perhaps 4 to 6 years) ~~for closing~~ in order to forewarn parents and school districts and give time to NDSD Outreach staff to assist school districts in setting up educational programs and support services for the deaf students returning to their home schools

NDSD Pre-school, elementary and middle schools close, classrooms no longer needed

NDSD Teacher staff downsized – some assist in NDSD outreach dept. others retire within the 4-6 year time closure

NDSD Residential/dorm services close – staff no longer needed

NDSD Food services end – food service staff no longer needed
NDSD Weekly Transportation including flight services end – drivers and pilots no longer needed
NDSD Classrooms/library/swimming pool/gym/track field/etc. no longer needed – buildings and land available for sale or lease
NDSD Interpreter services downsize – some transfer to NDSD Outreach Dept.
NDSD Audiological services not needed – audiologist contracted on an 'as need' basis
NDSD Superintendent's on-campus house no longer needed – outreach department (below) supervisor could operate remotely

-NDSD Outreach Department continues to be state funded in order to operate the following programs/services:

NDSD Outreach workers continues to operate from Bismarck, Fargo, Grand Forks, Minot locations perhaps adding additional outreach sites where more deaf students are located (Example: Belcourt area may require outreach site)
Provide consultation with home school districts and public school teachers
Provide itinerant instruction for deaf students in their home school districts as needed
State vehicles still needed – transportation required for Outreach workers
Provide captioning services for non-captioned educational programs
Provide adult services (newly developed program still in progress)
Provide consultation regarding students with cochlear implants
Provide instruction in use of Assistive Listening Devices
Provide Parent/Infant Services to families of baby deaf
Provide instruction in sign language as needed
Provide referral services (adult deaf, interpreter, support services)
~~Provide workshops on hearing loss, education of the deaf methods, assistive listening devices, interpreting, deaf culture, etc.~~
Provide deaf mentors/role models who visit students in the school and/or home setting on a regular basis
Provide summer camps for children with hearing loss
Provide regular educational/social opportunities for deaf students to meet/interact

Note: also include within the above list ~~additional~~ There are outreach recommendations provided by members of the NDSD Future Services Transition – ~~their outreach list was more comprehensive~~ in their report ...

THAT COMPLETES MY TESTIMONY

THESE ARE DIFFICULT ISSUES

NO EASY ANSWERS

GLAD TO ANSWER QUESTIONS

FROM YOU & COMMITTEE

SB2013
Department of public Instruction
attachment #5
3/16/11

Testimony
Senate Bill #2013

Chairman Bob Skarphol and members of the House Appropriations Education and Environment and Education Committees:

My name is Renae Bitner. I am an Outreach Staff Interpreter for the North Dakota School for the Deaf (NDSD). This testimony is relative to Senate Bill #2013.

NDSD staff members support of SB 2013.

I've worked as a sign language interpreter for 20 years 17 of which have been for NDSD. For 16 of those 17 years I worked and lived in Devils Lake but now I work out of an office shared with an NDSD outreach staff member here in Bismarck.

The following is a description of NDSD's Communication Department:

- 1 coordinator/instructor/interpreter
- 5 full-time interpreters
- 1 full-time interpreter/aide

The Communications Department provides the following services:

- Interpreting for students attending classes/programs in K-12 DLPS as well as for extracurricular activities
- Closed captioning of audio/video materials as needed
- Center-based sign language instruction in the classroom as well as via IVN to high schools throughout ND and Williston State College
- Interpreter referrals to other schools and agencies around the state
- Interpreting in the past at LRSC and currently at BSC in Bismarck via service contracts

Sign language interpreters attend classes with deaf and hard of hearing students as assigned and sign everything the teachers and hearing students say and voice interpret for the students when they ask questions or seek clarification or participate in classroom discussions and activities.

BSC and NDSD have a service contract in place under the grant that Michael Loff referred to earlier. I interpret for a student there now who is enrolled full-time, 12 credit hours. A student for whom I previously interpreted just graduated last fall. I also provide interpreting for other state agencies as needed, quite often for the legislators this year, and work on educational presentations, interpreter referral and captioning when in the office.

American Sign Language is a language that requires many years to become proficient. Although I graduated from an interpreter training program with an AA degree, it took 3 ½ years to complete the coursework because the program requirements included 6 semesters of ASL along with interpreting skills and Deaf culture, etc.

Currently in Bismarck there are three sign language interpreters including myself. One works full-time at a non-interpreting job but interprets on occasion when needed and as available. The other individual is a retired teacher of the deaf who works an itinerant teacher of the deaf in Mandan who does a bit more interpreting as she's available. Two of us are nationally certified.

Aside from my duties for NDSD, I also provide interpreting in the community at clinics, hospitals, in legal settings, for VR and Social Security and at schools where the hearing children of deaf parents attend.

It is critical that infants be screened for hearing loss so that intervention can take place as early as possible so that these infants and children can gain language skills. Many times I've interpreted for individuals who may have been identified late or were provided with an interpreter without adequate skills. If the students have interpreters who aren't fluent in ASL, often the student and interpreter create signs for concepts that are non-standardized and are only known to the two of them. After the student graduates and applies to attend college or to get a job, interpreters are called to provide services for the student but are unable to understand and comprehend the student's nonstandard signs.

To address an earlier question regarding the number of deaf and hard of hearing citizens in ND, I am aware that there are approximately 80 members of the ND Association of the Deaf who predominantly use ASL to communicate in their everyday lives. Not every deaf adult in ND is a member of that organization so I would speculate that the number of deaf ASL users is closer to 100 – 120 or so. The largest numbers of deaf adults live in Fargo and Grand Forks.

DPI keeps data on the number of deaf and hard of hearing students enrolled in ND schools.

It is more difficult to determine the number of individuals who are hard of hearing as many of them do not sign; and with hearing aids or a cochlear implant, they may be able to communicate effectively with others without the use of sign language and very little or no support services at all.

Carmen shared with me that the fast population growth in ND is occurring in citizens who are 85 years of age or older. Our Bismarck office frequently receives calls from health care facilities for the elderly seeking information on how to obtain assistive listening devices.

When deaf individuals are hired for a job, typically interpreting services are arranged for orientation and on-the-job training while the deaf person learns how to do the job. After that, we may be called in for workshops or training opportunities or to interpret important meetings on an occasional basis.

There is a shortage of qualified interpreters in ND and the entire country. NDSD has been working in conjunction with LRSC to provide an interpreter training program to increase the number of interpreters in the field and specifically for our state.
Although ND does have a state law requiring that paid interpreters be certified, unfortunately, some interpreters working in the field are still not certified and the current law does not include a penalty for

those working without certification. Currently, SB #2185 is being considered during this legislative session and includes the amending of the bill to add a penalty clause which would mean noncertified interpreters working for pay would violate the law and would be guilty of a misdemeanor charge. I encourage all of you to support SB #2185.

It is important that NDSD continue to provide services to Deaf and hard of hearing children and adults as well as agencies and families around the state. Early detection is critical. For example, about 10 years ago at NDSD, a 9-year old student was enrolled who, up until that point, was thought to be autistic. He was not autistic but was deaf. He did not have sign language skills at all and was unable to speak. During his enrollment at NDSD he was making progress but after one semester the family moved out of state. Recently I learned that that same student, now an adult, rode his bicycle from GF to DL because he wanted to attend NDSD again.

Another student came to us from a mainstream program and enrolled in middle school. Although very shy and quiet and with minimal sign language skills, he blossomed rather quickly in school and athletically. He went on to graduate from NTID in New York with a master's degree and is now working full-time in a career for which he was educated and is very happy and successful.

Language skills are critical and NDSD needs to continue to provide center-based and outreach programs so that deaf and hard of hearing students can gain the language skills they need to become successful adults.

Recently, several of us in the field of community interpreting have noticed an influx in the number of deaf adults moving into ND from out of state. Some have moved here to find work, others have moved here because they cannot gain access to services they need in other states. One client from a large city was told by many clinics and hospitals that while medical care could be provide, sign language interpreters could not. Deaf adults are in our state and the numbers are growing, and NDSD will need to continue to provide education, outreach and referrals to agencies and citizens seeking information on hearing-loss related issues, needs and resources.

NDSD staff members, including the Communications Department, support SB 2013 and we ask for your support as well. Thank you for your time and dedication to the citizens of ND.

Renae Bitner, BS, CI/CT
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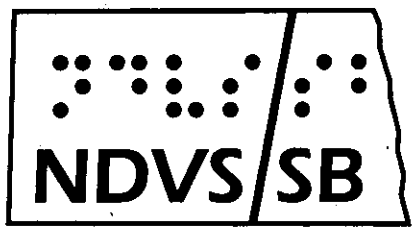
rlbitner@gmail.com (personal/community interpreting requests)

SB 2013
Department of Public Instruction
attachment # 6
3/16/11

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction



Testimony to the Education & Environment Division of the House Appropriations Committee Senate Bill # 2013

Carmen Grove Suminski and Tami Purcell

March 16, 2011

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

Table of Contents

Testimony – Carmen Grove Suminski 1

Client Services Data 4

Persons Served by Region 5

2009-2011 Appropriation and Status on One-Time Funding Items 6

2011-2013 Budget Request 7

Optional Requests 8

Conclusion 10

Appendix A - Historical Time Table A-1

Appendix B – Adult Services – Jesse Shirek B-1

Appendix C – Additional Technology Equipment C-1

Appendix D - Emprint SpotDot Color Braille Printer D-1

Appendix E - "A Week at The School" by Zelda Gebhard E-1

Testimony – Carmen Grove Suminski

Chairman Bob Skarphol and Members of the Education & Environment Division of the House Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

With such a major transition in programming, there was significant need for enhanced communication and team work. NDVS/SB has made a successful transition from a traditional school for the blind with a residential program to that of a statewide outreach program which includes a **combination** of center based and local services provided to persons of all ages who are blind or visually impaired, including those with multiple disabilities.

I am honored to serve as the superintendent of NDVS/SB and am so proud of the total programming that exists in our state. The highly skilled and committed group of people makes it a most positive professional environment. I am assured, and would like to assure you, that planning will be ongoing to address the increasing needs adhering to our mission and achieving our vision which is: "To be recognized as state and national leaders in the field of visual impairment." We are committed to do the best.

Historical Perspective

- Listed on a time table in Appendix A page A-1.
- We are most appreciative of the two adult positions that have been allocated to us – one in 2007 and a second in 2009. This was also made possible with the support of the North Dakota Association of the Blind.

Services Provided

- Statewide and center based programming specific to the blind and visually impaired is provided to persons of all ages; infants and their families, students and adults.
- Expanded core curriculum is provided in the following areas:

- Daily Living Skills (May include dressing, grooming, food preparation social graces, housekeeping, and clothing care)
- Braille (Includes instruction in reading and writing braille, and braille music)
- Orientation and Mobility (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
- Assistive Technology (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
- Career Education (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
- Recreation/Leisure (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
- Social Interaction Skills (Includes learning ways to relate to others and to examine their own personal development)
- Visual Efficiency Skills (Includes learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (Includes learning to advocate for themselves).
  *One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

National Involvement

- Product that teaches directionality developed by Paul Olson has been researched and developed by the American Printing House for the Blind and will be distributed to the blind and visually impaired nationally
- Ongoing presentations at national conferences on our programming
- As of November 1, 2010, I completed a six year term on the board of Council of Schools for the Blind serving as president-elect, president and past president.
- Recent article on North Dakota Services printed in national Council of Schools for the Blind professional journal entitled "A Statewide Model in Rural ND"

Major Accomplishments

- Continued ongoing development of short term center based programming providing instruction in all areas of academic and disability-specific core curricula based on individualized assessment of needs
- Entered into an agreement with the Clinical Psychology Training Program, University of North Dakota to provide for research, psychological assessments, diagnostic interviewing, and psychotherapy, include distance therapy via telephone
- Increased services to adults in orientation and mobility, independent living skills, career education, use of assistive technology and low vision
- Strengthened the collaboration with related entities (i.e., vocational rehabilitation counselors, vision rehabilitation specialist, local school personnel and family members

Agency Future Critical Issues

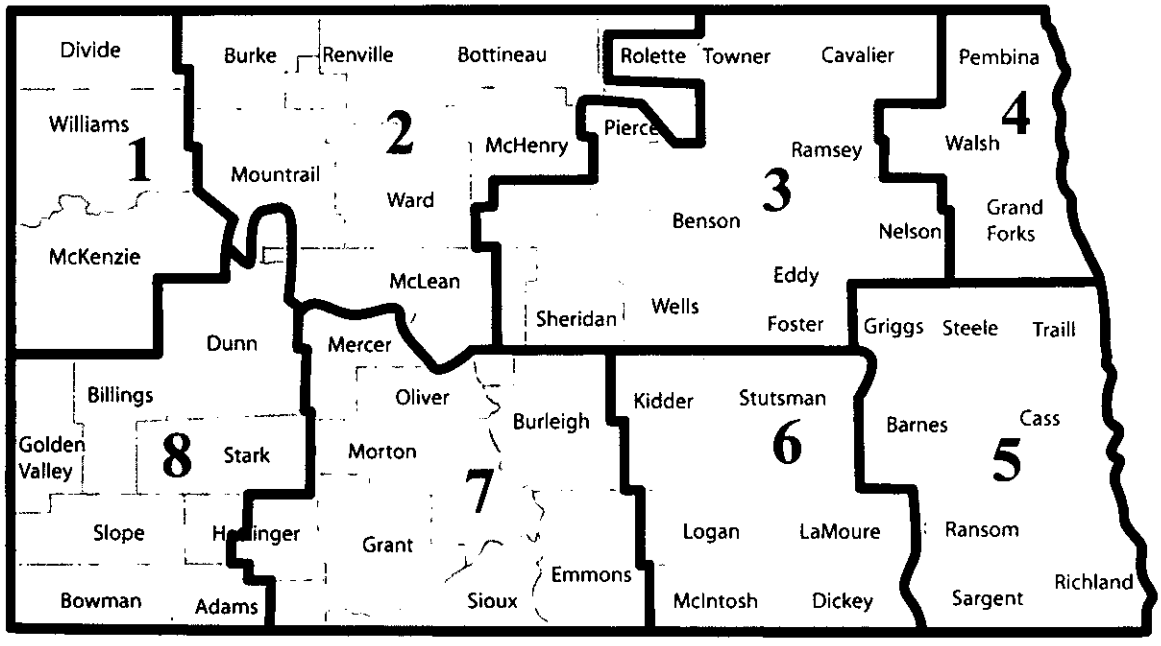
- Providing quality services to the specific population of persons who are blind or visually impaired throughout the state of ND
  As recorded by the NDVS/SB Visions Team:
  > "The importance of a solid music program is deemed a necessary service for individuals who are blind or visually impaired in the state of North Dakota. The Visions Team supports a strong music program recommending the need for a highly qualified instructor with competencies in music Braille, literary Braille and vocal instrumental skill building through small group classes and individualized sessions through Outreach and Center Based Programming."
- Maintaining and updating of the existing buildings and grounds to ensure its safety and meet the needs of the current mission
- Maintaining state-of-the-art assistive technology equipment
- Continuing to secure viable tenants in 2013-2015 biennium
- Continuing to recruit qualified staff and personnel
- Continually review staffing needs based on geographical demands

Client Services Data

Services Provided	2007-2009 Biennium	7/1/09-12/31/10 18 Months
Clients Served (Unduplicated):		
Infants/Students	312	312
Adults	147	153
Total	459	465
Vision Resource Center:		
Items Circulated	29,359	28,474
Talking Book Machines (quarterly)	1,524	2,460
"Reaching Out" Newsletter (circulated quarterly)	1,425	1,600
APH Federal Registry	254	254
Store Sales (Invoices)	432	334
Braille Access Center (pages)	24,086	15,834
Short-term Center Based Programs (Persons Served):		
Short Term Programming	122	96
Adult Week	40	30
Summer Camps	39	30
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,350	1239
Evaluations	358	332
Instruction	6,448	5,260
In-Service Training (Attendees)	1,832	680

Adult Services	7/1/09-12/31/10 18 Months
Total Adults Served	153
Adult Evaluations, Consultations and Instructions (Services Provided):	
Consultations	346
Evaluations	39
Instruction	1,224
Adults Served at Center Base	71

Persons Served By Region
July 1, 2009 to December 31, 2010



Region 1 - Williston
Infants/Students: 17
Adults: 6
Total: 23

Region 2 - Minot
Infants/Students: 34
Adults: 18
Total: 52

Region 3 - Devils Lake
Infants/Students: 38
Adults: 16
Total: 54

Region 4 - Grand Forks
Infants/Students: 41
Adults: 38
Total: 79

Relocated/Out of State
Infants/Students: 14
Adults: 8
Total: 22

Region 5 - Fargo
Infants/Students: 66
Adults: 44
Total: 110

Region 6 - Jamestown
Infants/Students: 35
Adults: 11
Total: 46

Region 7 - Bismarck
Infants/Students: 44
Adults: 9
Total: 53

Region 8 - Dickinson
Infants/Students: 23
Adults: 3
Total: 26

Totals
Infants/Students: 315
Adults: 153
Persons: 465

2009-2011 Appropriation and Status on One-Time Funding Items

Expenditures by Line Item		Original Appropriation	Current Appropriation	Expenditures as of 12/31/2010	Remaining Appropriation
25310	Salaries and Wages	3,531,264.00	3,552,264.00	2,502,518.03	1,049,745.97
25330	Operating Expenses	685,206.00	685,206.00	463,402.00	221,804.00
25350	Capital Improvements	27,000.00	27,000.00	8,766.00	18,234.00
25352	Deferred Maintenance	64,500.00	64,500.00	51,391.15	13,108.85
Total Expenditures		**4,307,970.00**	**4,328,970.00**	**3,026,077.18**	**1,302,892.82**
Expenditures by Funding Source					
	General Fund	3,492,068.00	3,510,068.00	2,496,796.67	1,013,271.33
	Federal Funds	0.00	0.00	0.00	0.00
	Special Funds	815,902.00	818,902.00	529,280.51	289,621.49
Total Expenditures by Source		**4,307,970.00**	**4,328,970.00**	**3,026,077.18**	**1,302,892.82**

One Time Spending Items & Deferred Maintenance:

Air Conditioner	$ 6,000.00	To be completed 05/2011
Carpet Replacement	$ 14,000.00	Completed 07/2010
Intercom System	$ 7,000.00	To be completed Spring 2011
Portable CCTV's	$ 13,500.00	Completed 10/2009
Roof Repairs	$ 5,500.00	To be completed 05/2011
Security Cameras	$ 4,700.00	Completed 08/2010
Sidewalk/Parking Lot Repairs	$ 14,000.00	Completed 08/2010
Video Conf Equip	$ 14,000.00	Completed 09/2009
Window Replacement	$ 31,000.00	Completed 06/2010

2011-2013 Budget Request

Line Item:	Base Budget Request 2011-13	Optional Budget Request 2011-13	Executive Recommendation	Senate Action
Salaries & Wages	$ 3,709,439.00	$ 67,631.00	$ 3,815,825.00	$ 3,815,825.00
Operating	$ 667,006.00	$ 245,500.00	$ 751,506.00	$ 751,506.00
Capital Assets	$ 39,500.00	$ 205,500.00	$ 48,000.00	$ 65,000.00
Deferred Maintenance Contingency			$ 300,000.00	
Total	**$ 4,415,945.00**	**$ 518,631.00**	**$ 4,915,331.00**	**$ 4,632,331.00**
Funding Sources:				
General	$ 3,603,188.00	$ 518,631.00	$ 4,080,240.00	$ 3,797,240.00
Special	$ 812,757.00		$ 835,091.00	$ 835,091.00
Total	**$ 4,415,945.00**	**$ 518,631.00**	**$ 4,915,331.00**	**$ 4,632,331.00**
FTE	29.50	0.5	29.5	29.5

2011-13 Base Budget:

Salary line item includes teachers placed on the 2011-13 Composite Salary Schedule developed by HRMS.

The Operating base budget = 15% of the total budget

The base Capital Asset budget includes:
Carpet replacement, a couple of windows replacement, ongoing roof maintenance, exterior painting, and ongoing misc. heating pumps.

The two primary sources of Special Fund revenue are rental income and land department income.

Estimated 07/01/2011 Carryover of $151,269 plus $706,536 Special Fund Income = $857,805

The optional requests are highlighted on the following pages but include:

There is a change in NDVS/SB optional funding needs for 2011-13 and this is reflected in the Senate version.

Optional Requests

Priority	Request	Optional Budget Request	Senate Action
1	Additional Operating	$ 51,000.00	$ 40,000.00
2	Music Instructor - .5 FTE	$ 67,631.00	$ 67,631.00
3	Loss of Rental Revenue	$ 150,000.00	
4	Additional Technology Equipment	$ 24,500.00	$ 24,500.00
5	Air Condition West Wing	$ 80,000.00	
6	Master Facility Plan	$ 20,000.00	$ 20,000.00
7	Equipment over $5,000	$ 8,500.00	$ 8,500.00
8	John Deer Tractor	$ 17,000.00	$ 17,000.00
9	Contingent Remodel Amount	$ 100,000.00	
		$ 518,631.00	$ 177,631.00

The above requests are listed in priority order and are needed for:

1. **Additional Operating** - This request is to fund the inflationary increase in operating expenses. This includes utilities, building supplies and repairs, ITD cost, and general supplies.
   Executive recommendation/Senate Action: $40,000

2. **Staff Change Music** - During 2003, NDVS/SB due to agency budget cuts, omitted the Braille Music position. Music is critically important in meeting the education needs of the blind and visually impaired. This request is for a .5 time music teacher position to be based from Grand Forks but would travel throughout the state to work with the students and their music instructors in their home schools.

   The Executive recommendation: Cost of this position was offset by reducing the superintendent to .5 FTE. This is feasible based on the current situation sharing administration between NDVS/SB and NDSD. If this arrangement is terminated in the future additional funding may be required to restore the superintendent to 1.0 FTE, - Senate Action: $67,631.

3. **Loss of Rental Revenue** - The Grand Forks Public Schools is leasing the west wing for the alternative high school. The school board is currently having discussions about closing an elementary school and moving the alternative high school to the elementary school. **Through verbal communications with the administrative staff, on January 19, 2011 they will continue to lease space through the 2011-2013 biennium. Therefore, this request is in not needed.**

4. **Additional Technology Equipment** - This request is to stay current with the trends in instructing the blind and visually impaired. This includes eight instructional pieces of equipment (four closed circuit TVs, Far View magnifier, PacMate, Level Star Icon and Mountbatten Brailler).
Executive recommendation/Senate Action: $24,500
(See description in appendix C)

5. **Air Conditioning – West Wing** - There currently is no air conditioning in one half of the west wing. This request includes four roof top air conditioning units and associated duct work and wiring.

6. **Master Facility Plan** - NDVS/SB's buildings are located on 10 acres of land. The original school was built in 1960 and other buildings have been added since that date. The main school buildings consist of three wings that are connected. Two of the wings were remodeled in the 1990's but original classroom area (west wing) has not been remodeled other than some windows and carpet replacement. The building is starting to show signs of age. The request is to have a plan for improving our buildings in the future from a professional. NDVS/SB has consulted with Facility Management about the plan.

   The Executive recommendation includes: In the event improvements are required to accommodate a new tenant, it is important to first complete an assessment of the existing buildings and a comprehensive facility master plan to ensure state funds invested in facility improvements are spent appropriately. Senate Action: $20,000

7. **Equipment Over $5,000** - This request is for a high capacity braille embosser (printer). This would be used for center based instructional purposed that includes maps, graphics, math equations and the ability to emboss a document from a Word document. **Executive recommendation/Senate Action: $8,500**
(See description in appendix D)

8. **John Deer Tractor** - Our current tractor is used for snow blowing, leaf pick-up, and lawn mowing. It was purchased in 1992. It is starting to wear and is requiring more repair costs. The proposed replacement will be used for the same purpose. **Senate Action: $17,000**

9. **Contingent Remodel Amount** - This request is if NDVS/SB would lose its tenant in the west wing. It would be used to remodel the west wing for a new tenant and the amount spent would be contingent on a potential tenant's requirement. This building was constructed in 1960 and is in its original design. **This request is not necessary at this time.**

Conclusion

Status of Superintendent FTE

- NDSD budget has a 1.0 FTE for the superintendent position, yet reduced the salary dollars
- NDVS/SB budget reduced the FTE to .5 with .5 allocation to the Braille Music position

Having the Braille Music program available to the students and adults is vital to our programming. I truly support this endeavor; however, I have a concern for the future of the superintendent position functioning in its current capacity.

In other states there are similar scenarios . . .

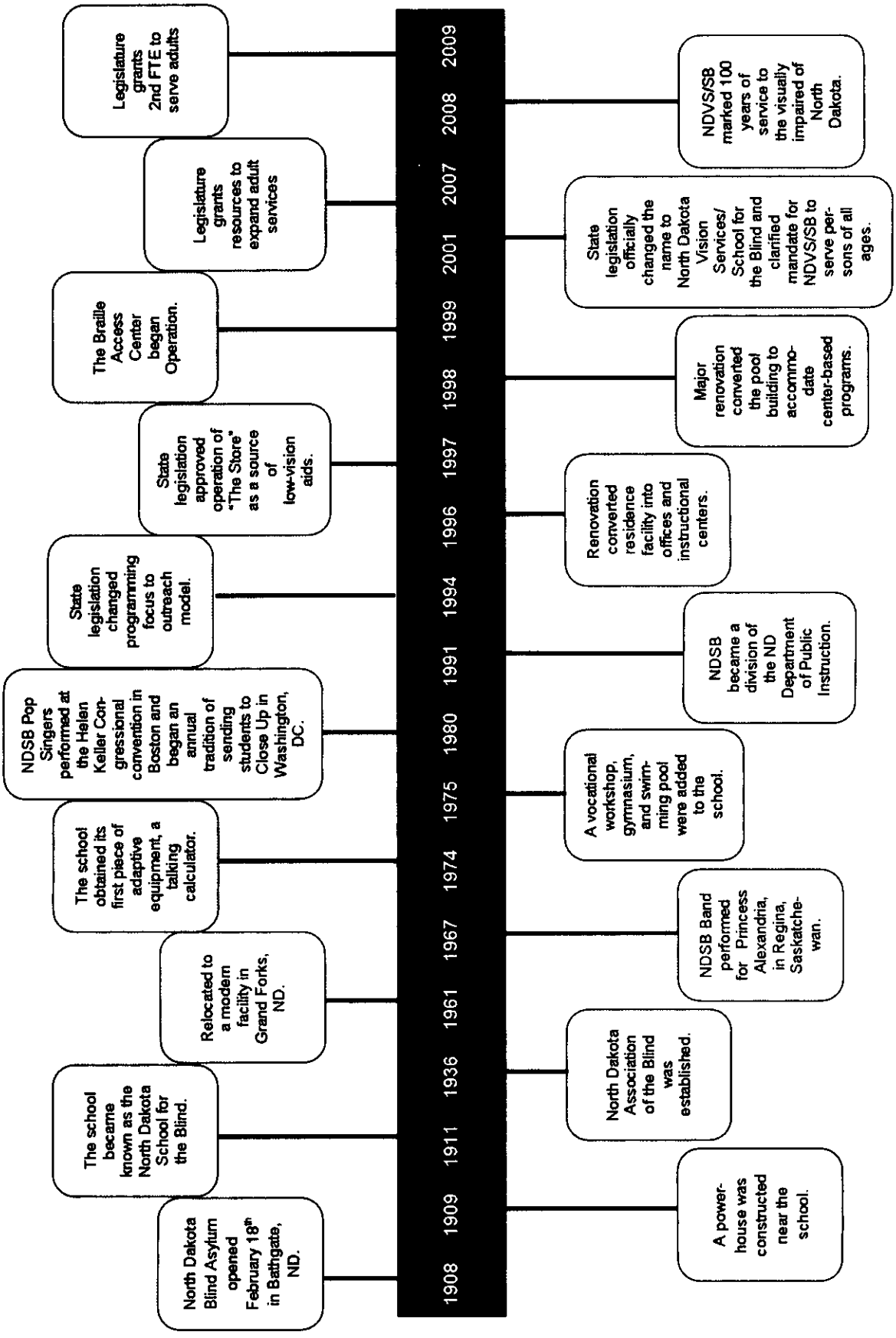
- South Dakota superintendent of the School for the Blind in Aberdeen is also with the School for the Deaf in Sioux Falls
- Minnesota superintendent is dual with both schools being located in Faribault
- Kansas' superintendent of the School for the Blind in Kansas City is also assigned the School for the Deaf approximately 30 miles apart
- Oklahoma superintendent of the School for the Deaf in Sulfur is also assigned to the School for the Blind in Muskogee

I assure you that the dual role does work for me at my time in life; however, I ask that you seriously review this dual role in the future and not only assess the financial savings, but also the current needs of both NDVS/SB and NDSD. I also want to stress how extremely varied the educational needs are – for the deaf center around communication and language and for the blind the vision specific (i.e. travel training, daily living skills, Braille, assistive technology, social skills) that they must learn.

The 2011-2013 Executive Budget and Senate Recommendation enables us to move forward and continue our mission. Our request is that you, as a House Appropriations Sub Committee, support that recommendation. The availability of the Braille Music program and assistive technology equipment supports our programming, plus a Facility Master Plan will enable us to plan and be proactive. Tami and I met with the administration of Grand Forks Public Schools on January 19 at which time they indicated that they would be continuing to lease space during the 2011-2013 biennium. We have and will continue to make entities aware of the possible availability of leased space. Our location and access to parking makes NDVS/SB a positive site.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are blind and visually impaired residing in our state!

Historical Time Table



Adult Services - Jesse Shirek

Chairman Bob Skarphol and Members of the Education & Environment Division of the House Appropriations Committee:

My name is Jesse Shirek. I will provide testimony relative to Senate Bill #2013.

I am a Vision Rehabilitation Specialist serving adult clients on the Eastern side of North Dakota. I cover regions 3, 4 and 5, where I provide individualized training to adults in their home, community, work place and at North Dakota Vision Services/School for the Blind.

I represent NDVS/SB in two capacities, currently as a full-time member of the staff and also as a former student. I will be discussing the current and future need for services that we provide to adult clients. Additionally I will speak about my experience and how my life has been impacted by the services that I received from NDVS/SB during my formative years.

Personal Experience

I was born and raised in Grafton, North Dakota where I graduated from high school. I was born totally blind and at the age of six months I had numerous surgeries on both eyes including surgeries to remove cataracts. As a result I regained some vision in my left eye and no vision in my right eye. I meet the definition of legal blindness meaning that I'm able to see some dominant facial features, but unable to tell the color of a person's eyes or pick up on subtle facial expressions.

My childhood was relatively normal. I was able to do most of the activities that my sighted peers could do. I rode a bike, played with friends and loved to fish. I don't think that I even realized that I had a disability until I enrolled at Westview Elementary School and entered kindergarten. I was unable to read standard sized print, and teachers were unsure how to accommodate my needs.

I began receiving services from NDVS/SB in 1986 when I was in second grade attending public school. I was beginning to fall behind in the subject areas of math, reading and writing. At that time NDVS/SB staff members evaluated my needs and suggested some accommodations and adaptive technology to assist me.

These accommodations made it easier for me to access printed materials, but I still was unable to catch up with my classmates and it was decided that I would be held back in second grade. As a result my parents made the difficult decision to enroll me at the School for the Blind.

I attended NDVS/SB for three years and in that time I was exposed to a wide variety of experiences that have shaped me into the person I am today. While attending NDVS/SB I was able to complete four academic years of education in the time span of three years. The completion of this milestone first gave me the confidence and understanding that I could complete any goal that I set my mind on achieving.

In sixth grade I returned to public school in Grafton where I received outreach services from NDVS/SB. The outreach coordinator I worked with from NDVS/SB was Diane Mihulka. She collaborated with my parents and instructional staff in the Grafton Public Schools and was instrumental in ensuring that I received all necessary accommodations to be academically successful.

From the time that I was in junior high school through graduation I received additional training in the expanded core curriculum through week long center based programming at NDVS/SB. During these week long training sessions I received supplemental training in the following areas:

- Orientation and Mobility instruction where I learned to travel in indoor and outdoor environments effectively and efficiently. During this training I also learned to take mass transit.
- Daily Living Skills where I learned alternative methods for preparing food, cleaning, managing finances and personal grooming.
- Adaptive Technology where I learned to use a computer with screen enlargement software and magnification.
- Career exploration where I was given the opportunity to job shadow professionals in a variety of fields, take career assessments and prepare for college.
- Recreation/Leisure activities where I learned about adaptations for sports, the talking book program, the fine arts, learned to play musical instruments and had an opportunity to interact with persons who are blind and visually impaired.

Knowledge from the above instructional domains has given me the ability to be successful academically, professionally, live a productive, independent and enriched life. I attribute the fact that I'm a successful professional foremost to the services I received from NDVS/SB and family support. I also received services from Vocational Rehabilitation, which made it possible for me to gain a college education.

Following high school I went on to receive an Associate of Science degree in Computer Information Systems from North Dakota State College of Science. I then moved to the Twin Cities and worked as an assistant manager for Domino's Pizza. I then chose to go back to school and earned a Bachelor of Science degree in Educational Psychology and Visual Art from the University of Minnesota Twin Cities. Following my graduation I moved back to North Dakota and was hired by NDVS/SB in my current position. I have since earned a Masters level certificate in the specialty of Vision Rehabilitation through Mississippi State University.

Adult Programming

Adult clients of NDVS/SB receive individualized services in a variety of capacities to meet their specific needs. We have the flexibility to work with adults in their home, community, workplace and we also provide supplemental instruction at NDVS/SB during six separate weeklong training sessions that take place in September, December, March and June. Adult clients have the option of attending a portion of the week or the

entire week depending on their needs. We also offer back to back weeks in June and September, which will accommodate adults who need longer periods of intensive training.

Our unique service delivery model differs drastically from other states with higher populations.

- The majority of adult clients in North Dakota receive services in their home environment and have the option to attend weeklong training sessions to supplement their needs.
- In Minnesota adults with vision impairments are sent to one of three rehabilitation centers where they receive training lasting from 3 to 9 months.
- South Dakota has a similar model to Minnesota with one rehabilitation center.

We serve adult clients with a wide range of visual impairments ranging from persons who cannot read fine print to individuals who are unable to perceive light. These visual impairments stem from causes including, but not limited to complications resulting from Diabetes, Macular Degeneration, Glaucoma, Cataracts, traumatic accidents, inherited genetic conditions and cancer.

The national statistics tracking persons with a visual impairment or who are blind are staggering.

- 15% of the population age 45 to 64 have a visual impairment
- 17% of the population age 65 to 74 are visually impaired
- 26% of the population that are over 75 are visually impaired.

Diabetes is one of the most predominant causes of visual impairment in adults, so it is important to look at the potential population that could be impacted by the disease in North Dakota.

- Diabetic retinopathy is the leading cause of blindness in persons under age 45 and it is estimated that 40 to 45% of persons with diabetes have some form of diabetic retinopathy.
- It is estimated that 7.6% of the US population have diabetes.
- With these estimates and our state's current population of 672,581 there is the potential that up to 20,448 North Dakota residents could be affected by a visual impairment resulting from diabetes.

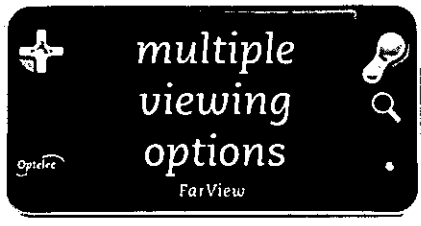
We appreciate and ask for your continued support in providing funds for adult programming. There is a demonstrated need for our continued services in assisting this population in maintaining employment, independence and living fulfilling lives. I am an example that the services provided by NDVS/SB can lead to meaningful employment. Please continue providing the same level of support to all North Dakota citizens who have a visual impairment or are blind.

Additional Technology Equipment

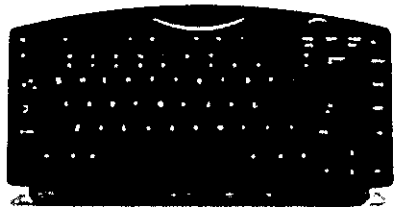
Optelec's FarView
Optelec's FarView offers today's active user the benefits of distance and close-up viewing in an ultra compact and stylish design.

For real time viewing, use the FarView on the go. The innovative design allows you to read street signs, departure times, or select your favorite coffee. Additionally, the FarView can be useful during a business meeting or in the classroom to capture essential information on the whiteboard. The FarView is a unique reading device for school, work or home. The easy to use buttons allow you to scroll through any text with ease. You can set your own scrolling speed to read and to return to the beginning of the page easily.

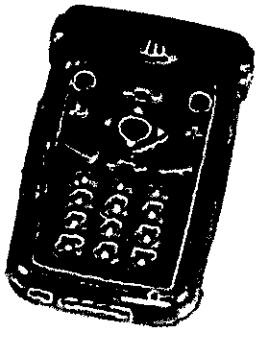
The built-in menu allows you to enhance reading comfort with six viewing modes, rotate, and magnify images up to 90X. In addition, the FarView can be connected to a VGA monitor or a PC to read images at a more comfortable size or to share pictures with friends and stores up to 100 images that can be magnified and scrolled through to view in detail.



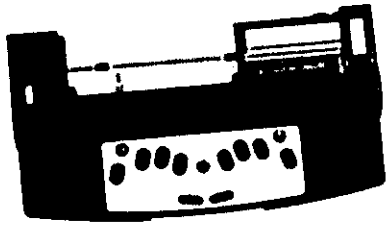
Freedom Scientific's PAC Mate
This first-of-its-kind, truly portable display not only makes PAC Mate™ more accessible, but it also can be used with desktops and laptops. All the units provide the same direct access to everyday Windows-based desktop data and software applications, via ActiveSync, and use JAWS® for the speech output. Run Pocket PC versions of popular software programs to manage your information internally or sync up and share data with other devices. Surf the Internet and send and receive email.



Level Star ICON
Store thousands of digital books and songs with the 40GB hard drive—Also includes calendar, address book, web browser, email, word processor, music player, calculator, stopwatch, journal and has Wi-Fi capability.



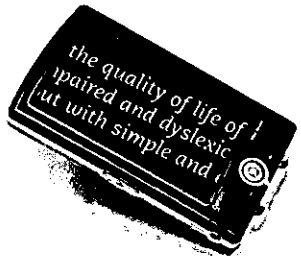
Mountbatten Brailler
The Mountbatten Brailler is an electronic Braille writer, notetaker and embosser. It integrates modern computer technology and has multiple applications to support embossing, reading and file storage - and it has audio support for all its operations. It is adaptive technology that has been designed to meet the needs of blind students in today's environment, especially in early Braille instruction, as a foundation tool for literacy.



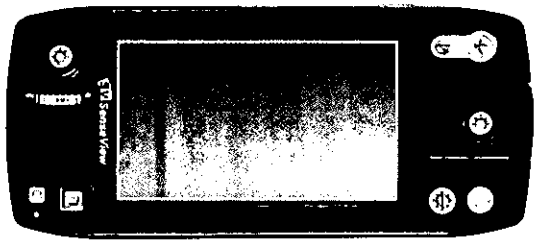
Sample of Assistive Technology

Optelec's Compact
Compact+ is a pocket-size video magnifier designed for the benefit of low vision people. Simply place it on a newspaper or magazine and the magnified image is displayed on the integrated screen.

The Compact+ offers bright and clear images. A full color, 4.3-inch widescreen offers up to 10 times variable magnification, with multiple high-contrast viewing options.

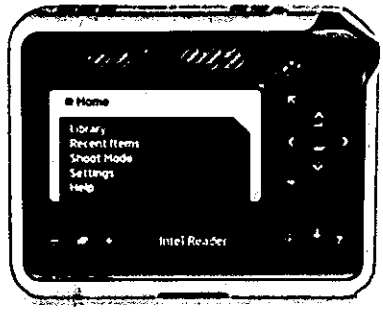


GW Micro's Portable SenseView Duo
The SenseView Duo combines a distance camera and a close-up & handwriting camera in one device. You no longer have to carry different magnifiers with you. Use the SenseView Duo at home, school, while shopping, or out on the town.



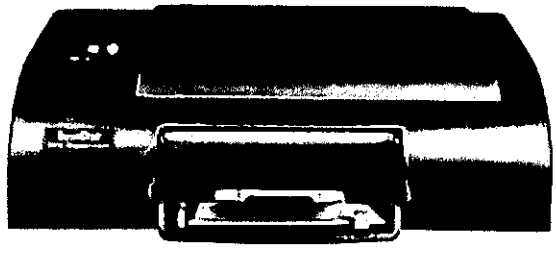
Enhanced Vision's Amigo
The Amigo, your one of a kind video magnifier on the go, is light and simple to use. Just place it directly on your reading material and adjust the magnification with an easy turn of a dial. Read price tags, menus, medication labels and more any time, any place.

The Intel Reader
Portable and unobtrusive, the Intel Reader takes pictures of printed material. It then converts it to digital form and allows magnification and/or audio playback. The reliable Intel® technology combines a high-resolution camera with an Intel® Atom™ processor.



Emprint SpotDot Color Braille Printer

- Prints braille and ink on the same page
- Formats Word & Excel documents to braille automatically
- Creates raised visual images on paper from anything on the computer screen
- Includes Tiger Designer – tactile graphics design software for Windows
- Employs Tiger technology – the new standard in embossed tactile graphics
- Includes touch screen for speech output



A Week at The School

By Zelda Gebhard

In December, I had the opportunity to spend a week at the North Dakota Vision Services/School for the Blind in Grand Forks. I was there for an "adult week". There are five such weeks scheduled each year.

You may be asking yourself, "Who should attend? What do you do when you get there? Who is responsible for the cost?" Since the answers vary from person to person, I won't attempt to answer these questions. For the answers to these and other questions you may have, I suggest that you call the staff at NDVS/SB at 701-795-2700.

I am going to attempt to explain why I won't try to answer your questions in this short article. Even though we, as individuals with sight loss, have that in common, we are as varied and unique as any other individuals in society. We come from different backgrounds, education and experiences. Even that which we have in common, vision loss, varies greatly. Our vision loss may be partial, total, with us from birth or resulting very recently. Our vision loss might be slow and gradual or sudden and dramatic. What the staff at the school does (and they do it very well) is help you evaluate your current needs and then start addressing those needs. They accept you as the unique individual you are and go from there.

What I would like to do is share my experience with you. Keep in mind though, that your experience would be similar but uniquely yours because you and I have different needs and different goals.

Many of you know I have fundus flavimaculotus which is a genetic eye disorder that affects the retina in a fashion similar to macular degeneration. Because of the progressive nature of this disease, I find myself having to continually adjust to advancing sight loss as time goes on. Because of this, I regularly need to add new "trinkets and tricks" to my life to help me function as well as I can at work and at home. I have been adjusting and readjusting to this vision loss all of my life.

Last fall, I called Amy Brunner, Vision Specialist with NDVS/SB. Amy lives in Minot and works with adults in the western part of ND. Jesse Shriek is her counterpart serving adults in eastern ND. I explained to Amy that when I had large amounts of reading to do on the computer at work and, yes, at home - reading emails and as editor of the Promoter proofing the newsletter, I was experiencing eye fatigue and headaches. She suggested that I come to the school where they have technology to include computers equipped with various software that you can try "hands on". While I could see the wisdom of this, the thought of spending a week away from home during the busy month of December made me hesitate. Meanwhile, I spent a very frustrating time trying to recreate my NDAB database and editing the November Promoter. I could continue with the current level of frustration or do something about it. The decision was made, my bags packed and off to Grand Forks I went.

I had previously had the privilege of meeting many of the staff. Quite a number of them are fellow NDAB members, some like Pat Hill and Candy Lien I met at the AER Convention two years ago. I met Paul Olson and Carmen Suminski when I testified at a Senate Appropriations Committee Hearing at the capitol. I serve on the ND Vision Work Group with Ken Dockter, Amy and Carmen. As a member of the NDVS/SB Advisory Council member I have had the opportunity to tour the physical building and meet more of the staff. Others like Katrina Wendell have been to NDAB Summer camp as guests during our guest day or like Jesse Shirek as a fellow camper (and canoe paddler). Though I have had an opportunity to meet and get acquainted with many of the staff, I had not seen them in action, at work, on their turf!

What I found during my week was that this is an amazing group of dedicated individuals with one common goal - getting me where I need to be by evaluating, training, teaching, counseling, and encouraging. As they are doing all this, they are doing something important but probably not listed on their job descriptions - caring. This is apparent in so many ways such as in the cooperation of staff to adapt my schedule to accommodate unforeseen requests like the morning I decided I would like to spend more time in technology with Tracy Wicken. Amy then rearranged her plans so I could do that. At the beginning, each individual attending has a daily schedule: time spent in Daily Living Skills, Braille, Technology, Orientation and Mobility, Group Therapy, and Leisure Activities. The good news is though they have a plan and a schedule they are flexible. The individual is more important than the schedule.

My husband, Steven drove me to Grand Forks on Sunday afternoon. When we arrived, we were greeted by Amy and one of the "houseparents". During the evening hours and overnight when the rest of the staff have gone home for the day, there is someone present in case you need them. I found most of them were young, predominantly college students who were friendly and very helpful. There is an area for attendees to stay while at the school. That was a big relief to me as staying somewhere else and then arranging for transportation would be a cause of anxiety and stress for me. The accommodations were clean and comfortable. There is a cluster of rooms around a common area equipped with a big screen television, couches, tables and chairs and a kitchenette. The suite I stayed in had two bedrooms joined together by a shared bathroom. Each bedroom was equipped with two twin beds, closet and sink. The bed linens and towels were provided.

Each morning began with breakfast, eaten together with the other individuals attending that week. Meals were a great time to get acquainted. After breakfast, it was off to class. My first class was technology with Tracy Wicken. Throughout the week I had the opportunity to try out the new CCTV's, magnifiers and other low vision aids and get some hands on experience with two of the software programs that have magnification and speech for the computer.

Next was Braille with Candy Lien. Though I was interested in Braille, I did not anticipate that it would be so much fun! I felt like a first grade student as I learned the first 11 letters of the alphabet and was then able to read (limited to those letters, of course) and write with the help of a manual brailler and even try out a stylus too! At this point in my vision loss, I am not sure whether I will take the time to learn the rest of the alphabet

and then practice enough so Braille would be efficient for me to use on a daily basis or not. What I do know now is that reading Braille is something I can do. Before this experience I hadn't had the exposure to it and when I had felt the raised bumps I had little hope of being able to distinguish one group of dots from another.

After Braille, I had daily living skills with Amy and/or Ken. Quite often we would prepare lunch as we practiced low vision kitchen skills. I was exposed to many techniques and tricks from how to sweep the floor (and not miss areas), marking measuring spoons and cups, and marking cans to prevent "surprises" while cooking.

Following lunch we had a group session which was led by Katrina and Jesse. This was a time to share, to listen and to contemplate. This was a good opportunity to get acquainted with each other and to look at things in a new perspective.

Orientation and Mobility with Paul followed group. After a very thorough discussion and evaluation of some of my abilities and also my challenges I face getting from place to place, we decided to take the plunge and get a cane. I chose a little folding cane that will easily fit in my purse. This cane will help me at night to find those curbs and steps. The cane will also be beneficial in letting others know that I have vision loss and hopefully they will understand why I am hesitating and unsure at times. My cane will also remind the bus driver that he should announce the bus stops. Yes, my new cane gave me the courage to try riding on the city bus in Grand Forks! This country girl had never had an opportunity to ride a city bus so this was an adventure for me! Not a scary one though because I knew Paul was going to meet me at my previously approved destination. If I didn't arrive there he would backtrack and eventually find me. My successful bus ride gave me confidence and a feeling of independence that is difficult for me to describe but it sure felt good!

Throughout the week I had the opportunity to do several other things. As a part of Leisure skills, Jesse took us to a pottery shop called Muddy Waters and we were introduced to the world of clay. We spent two sessions with a wonderfully patient potter who led us through the formation of hand formed pieces and we even got to try our hand at the potting wheel. The instructor made it look so easy! It wasn't easy for me but it was definitely fun!

What did we do in the evenings? What we did in the evening was our choice. There were a couple planned events. We went to a concert by the Air Force at the Chester Fritz Auditorium. It was truly awesome! The music was great with amazing lighting and props. It was hosted by the Grand Forks Air Force and we were able to attend absolutely free! One evening Amy arranged for public transportation and she and I went Christmas shopping. I spent another evening with my son, his wife and my two granddaughters. We ate, played and then went for a drive to enjoy the Christmas lights and made a stop at Dairy Queen for ice cream before returning to the school for the night. Time was also spent listening to music, watching TV, visiting with one another or resting in our rooms. I spent some time sewing names on Christmas stockings for my grandchildren.

During the week I took a few minutes here and there to: Shop at the "Store" with Pamela Hess. There is a collection of very helpful aids like needle threaders, jumbo playing cards, check writing guides, computer keyboard labels and much more.

I also expressed interest in the library and was given a very thorough tour by Donna Metzger, the librarian. I offered her a copy of the Promoter to add to the other newsletters and periodicals they keep in the library and she gratefully accepted my offer. There are some great resources housed in this library! Check it out!

It doesn't matter whether you are currently working with a vision specialist with the Older Blind program or a counselor from State Rehabilitation Consulting and Services (VR) in your region or an adult vision specialist with NDVS/SB (Amy or Jesse) or maybe you aren't currently receiving services from any of the above, give someone a call today. The next adult weeks are in June and July and after that there will be two weeks in September.

Whether you need to learn new skills or brush up on some old ones, I believe attending an adult week would be beneficial for you. It sure was good for me!

North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Dr . Wayne G. Sanstead, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Available upon request

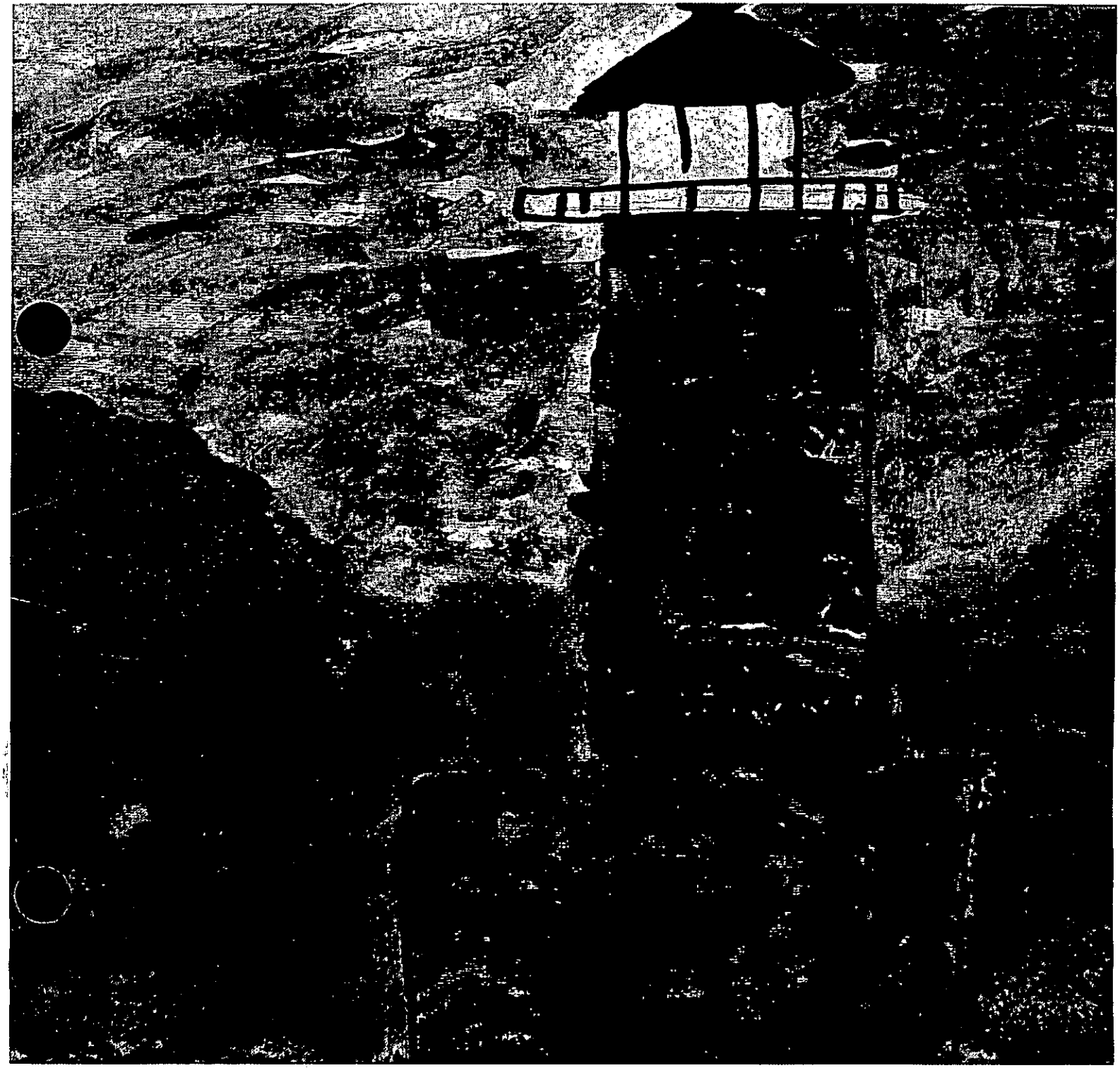
2011 SB 2013

CSB

Howe's Now

Council of Schools for the Blind

Volume 13, Number 1 FALL 2010



SB 2013
Department of Public Instruction
Attachment #6A
3/16/11

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

Carmen Grove Suminski
Superintendent

NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

Serving the Visually Impaired Since 1908

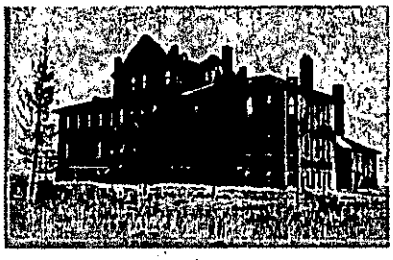
NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

North Dakota Vision Services/ School for the Blind

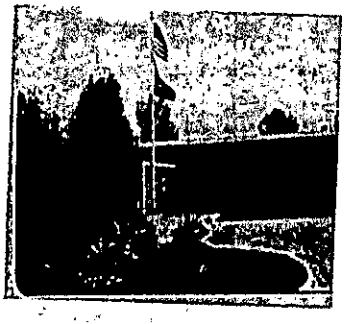
NDVS/SB

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

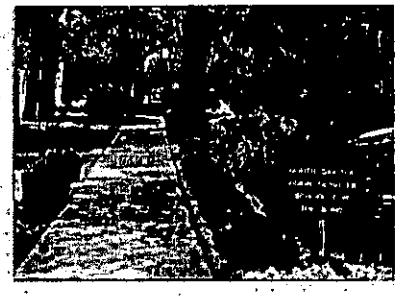
History



North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.



In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.

Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instructions:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.

Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

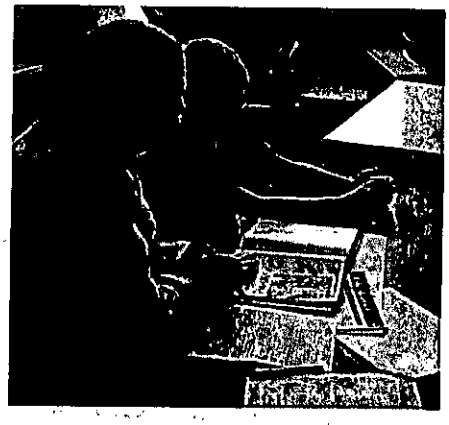
- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Toy/Adaptive Equipment Lending Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Programs

- Specific Skills
- Compensatory Skills
- Summer Adventure
- Career Week
- Independent Living
- Adult Weeks

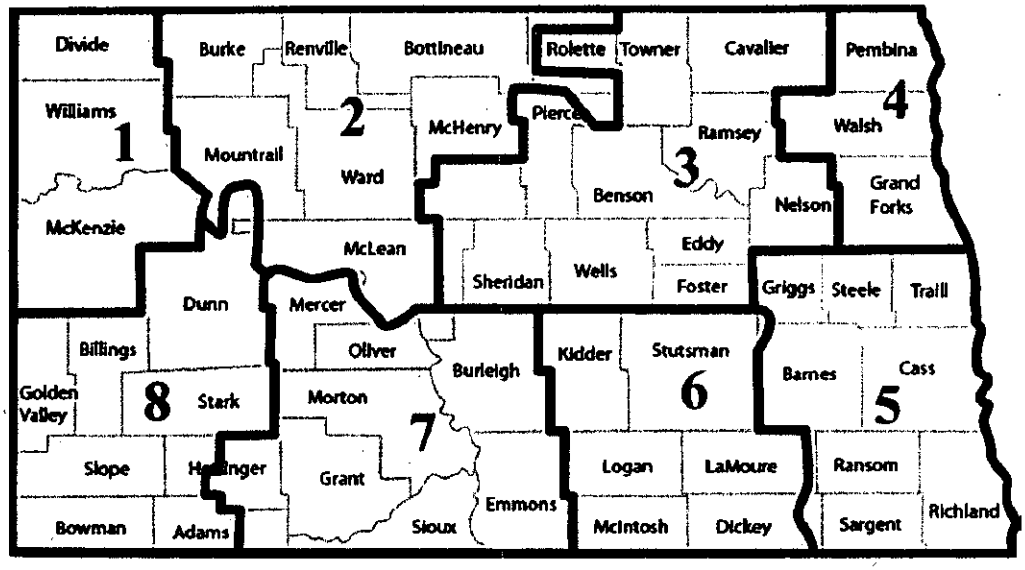
Speakers Bureau

Inservice Training



Rev. 01/10

Serving Visually Impaired Persons throughout the state of North Dakota



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SB 2013
Dept. of public Instruction
3/21/11
attachment # 7

NORTH DAKOTA

PROFESSIONAL DEVELOPMENT

REPORT

2011

Lois Myran, Assistant Director

Professional Development

ND Professional Development Advisory Committee

ND DEPARTMENT OF PUBLIC INSTRUCTION

Dr. Wayne G. Sanstead

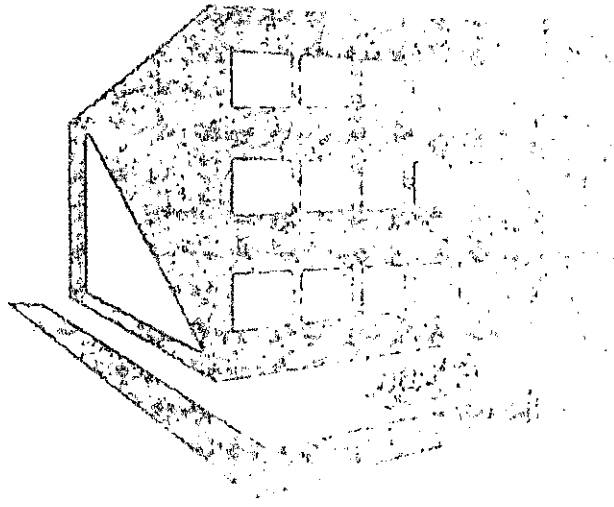

TABLE OF CONTENTS

ND PROFESSIONAL ADVISORY COMMITTEE — Page 1

SECTION 13, CHAPTER 15.1-18.2 — Page 3

PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE PROCESS — Page 4

ANALYSIS OF DISTRICT PROFESSIONAL DEVELOPMENT PLANS AND SURVEY RESULTS — Page 5

APPENDICES — Page 13

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North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
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SECTION 13, CHAPTER 15.1-18.2
PROFESSIONAL DEVELOPMENT PLANS

15.1-18.2-01. Professional development plan - Adoption - Review by school district.

1. Each school district shall adopt a professional development plan. The plan must include a description of the professional development activities that the district offers or makes available, the district's requirements for participation by teachers, and the manner in which participation is documented.

2. Each school district shall review and if necessary modify its plan at least once every five years.

3. Each school district shall file a copy of its most recent professional development plan with the superintendent of public instruction.

15.1-18.2-02. Professional development plan - Review by superintendent of public instruction. The superintendent of public instruction shall review each school district's professional development plan to ensure that the plan meets the requirements of section 15.1-18.2-01, is designed to improve the quality of teaching and learning in the district, and is implemented in an efficient and effective manner.

15.1-18.2-03. Professional development advisory committee - Duties - Staff support.

1. The superintendent of public instruction shall appoint a professional development advisory committee to:

   a. Examine the delivery of professional development in this state;

   b. Review professional development needs from the perspective of teachers, school administrators, school board members, and parents;

   c. Review the professional development plans filed by school districts and propose changes to improve the opportunities for professional development; and

   d. Advise the superintendent regarding regulatory and statutory measures that could be pursued to improve the quality and availability of professional development opportunities.

2. The superintendent shall provide staff support to the professional development advisory committee.

ND Professional Development Advisory Committee Process

Reviewed Research	•Reviewed the research of effective professional development from national organizations and the work of other states (October-December 2009)
Examined Plans	•Examined samples of existing ND Professional Development Plans which included districts of different sizes and geographical representation (October – December 2009)
Conducted a Survey	•Conducted a survey with ND administrators and teachers to gather baseline data on the current status of professional development (January 2010)
Developed ND Professional Teacher Standards	•Developed proposed ND Professional Teacher Standards as a reference for teachers to use in determining professional development needs (February – May 2010)
Created an Online Template	•Created an online professional development plan template based on current best practice research, survey results, review of existing PD plans and aligned to school improvement plans (February – August 2010)
Created an Online Review Process	•Created an online review process to provide districts with timely feedback on their plans (June – August 2010)
Assisted Districts	•Held work sessions for all REAs and spoke at conferences to assist districts in writing their professional development plans
Submitted District Plans	•District plans submitted and reviewed by the committee (Nov-December 2010)
Created a Time Line	•Created a time line for future review and feedback to districts on their professional development plans (February 2011)
Developed Website	•Created a profesional development website to post activities and host professional development conversations http://blogs.edutech.nodak.edu/professionaldevelopmentnd/
In the Process of Developing Model	•Developing the ND Professional Development Model based on best practice research, survey results, previous professional development plans, and teacher and administrative feedback from a pilot project on the Standards-Based Education Cycle (ongoing)
In the Process of Modifying Model	•Modifying the ND Professional Development Model when further analysis of current professional development plans is completed (ongoing)

Analysis of District Professional Development Plans and Survey Results

Analysis of District Professional Development Plans and Survey Results

The ND Professional Development Advisory Committee (NDPDAC) was appointed by the ND Department of Public Instruction State Superintendent in September 2009. The committee began their work by examining the status of professional development in North Dakota in October 2009 by reviewing the research on best practices for effective professional development and by using the national professional development standards from Learning Forward. These standards are based on staff development that improves the learning of all students that:

- Organizes adults into learning communities whose goals are aligned with those of the school and district.
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources to support adult learning and collaboration.
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Provides educators with the knowledge and skills to collaborate.
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Samples of existing ND professional development plans were reviewed and a baseline survey was conducted in January 2010 to determine the status of professional development in ND. This information was used as a guide in developing the ND Professional Development Plan template. A total of 189 districts submitted their 2010-2011 professional development plans in November of 2010. All plans were reviewed using the online tool. In reviewing the 2010-11 professional development plans and the professional development survey, the following areas were selected for comment:

- Data to determine professional development goals
- Professional development aligned to school improvement goals
- Professional development and collaboration
- Leadership role in successful professional development

Data to Determine Professional Development Goals

The Learning Forward standard on using data to identify professional development needs states, "Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement."

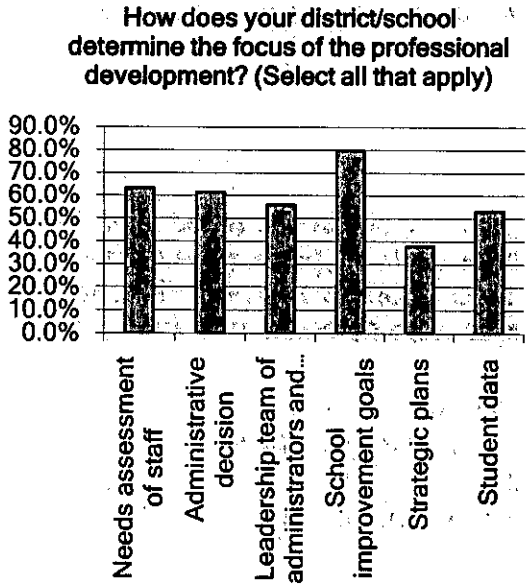
In their 2010-11 professional development plans, districts indicated that several data sources were used to determine professional development goals. This included both hard and soft data sources.

The most commonly identified sources include:

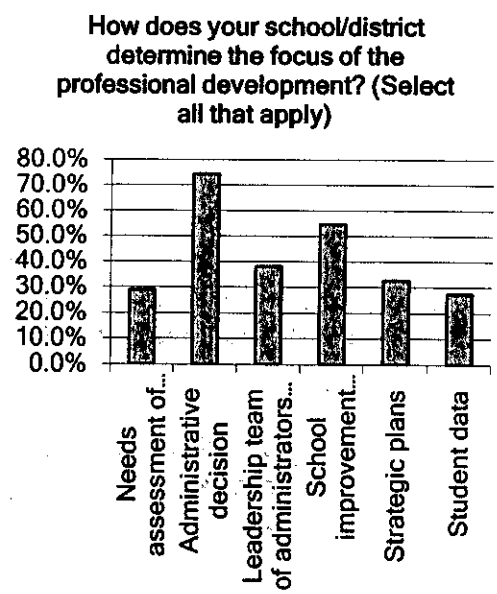
a) North Dakota State Assessment (NDSA) and North Dakota Alternate Assessment (NDAA) (special education)
b) Northwest Evaluation Association-Measures of Academic Progress (NWEA-MAP)
c) English Language Learner Assessments
d) AIMSweb® Reading and Math Benchmarks
e) Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)
f) ACT and Work Keys
g) Staff and Data Team Discussions
h) Teacher, Principal and Parent Survey Results
i) Principal Classroom Observation
j) Formative and Summative Assessment Results
k) Classroom Observations and Teacher Designed Assessments
l) Behavioral Referrals and Other Climate Surveys

Most districts had a school improvement, leadership, curriculum or data team that reviewed and analyzed the data and made recommendations to the administration and staff regarding areas of need for professional development.

Administrators



Teachers



Professional Development Aligned to School Improvement Goals

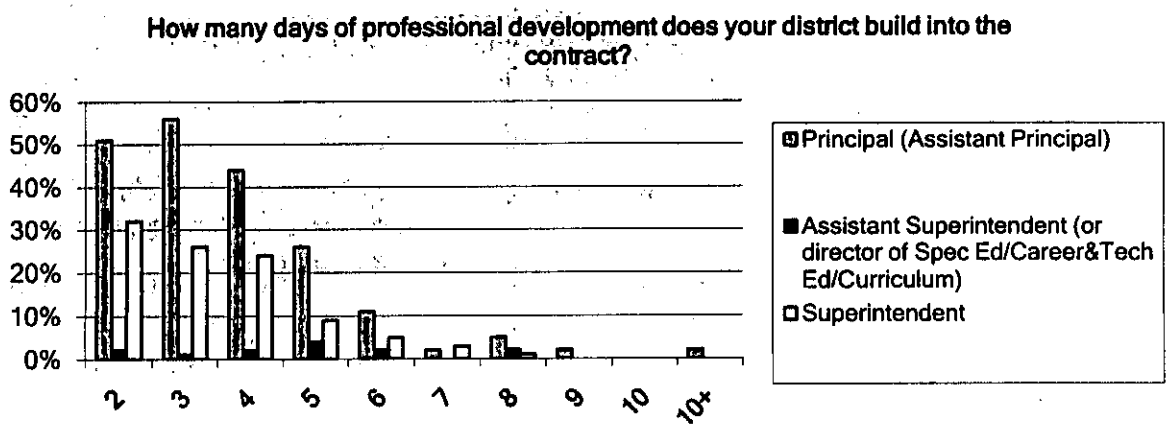
In writing the 2010-11 professional development plans districts were asked to align their professional development goals to their school improvement plans. When analyzing this section it was noted that some districts had aligned their school improvement and professional development goals for teachers and administrators that were continuous, systemic, job embedded and had a clear focus. Other districts had plans where the alignment was not as evident and did not have a clear focus for professional development for the year.

All districts identified a variety of formats for carrying out their professional development goals.

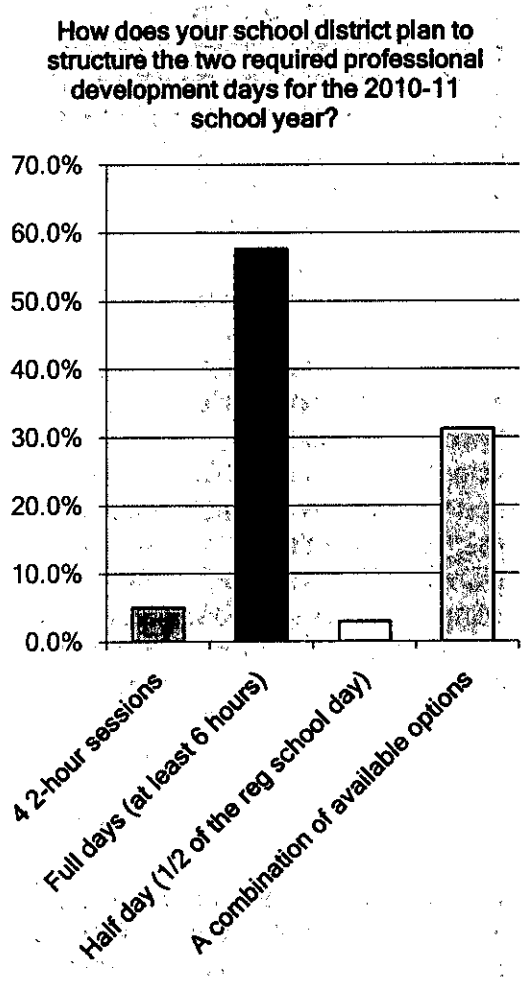
The most commonly identified formats for professional development include:

a) Professional Learning Communities (PLCs)
b) Standards-Based Teaching and Learning Cycle through the ND Curriculum Initiative (NDCI)
c) Book studies to support the professional development goals
d) Full day in-service format with follow up sessions
e) REA sponsored grade and content level meetings focusing on essential learnings and common assessments
f) Sustained multi-day training with time to model and practice the concepts in the classroom and receive feedback
g) State, regional and national conferences
h) Consultants working in classrooms in the district
i) Ongoing, job-embedded professional development led by instructional coaches and strategists or department chairs.

Most districts reported scheduling 2 to 5 days of professional development in their calendars. At the time of the survey (January 2010) districts indicated they planned to use two full days for professional development or a combination of the full day and the two hour configuration.



Administrators



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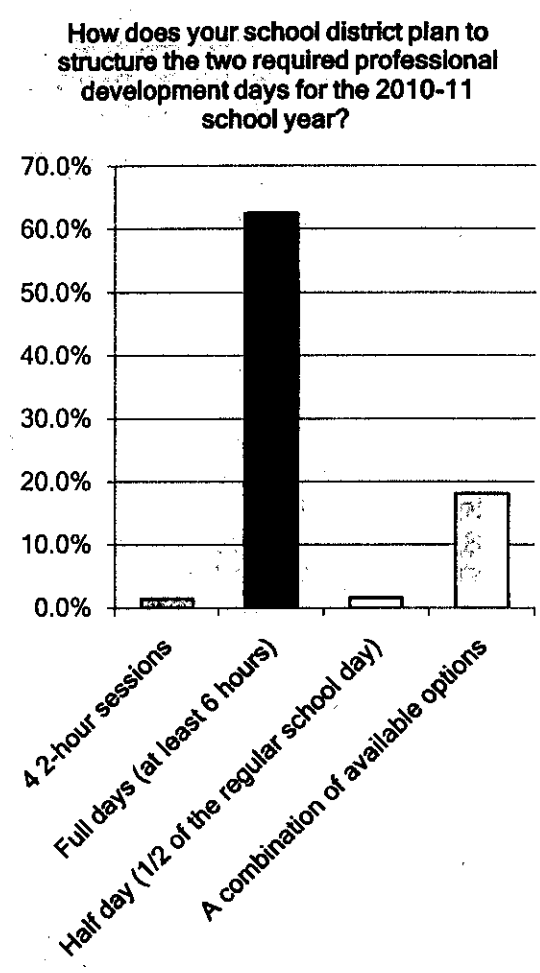


Professional Development and Collaboration

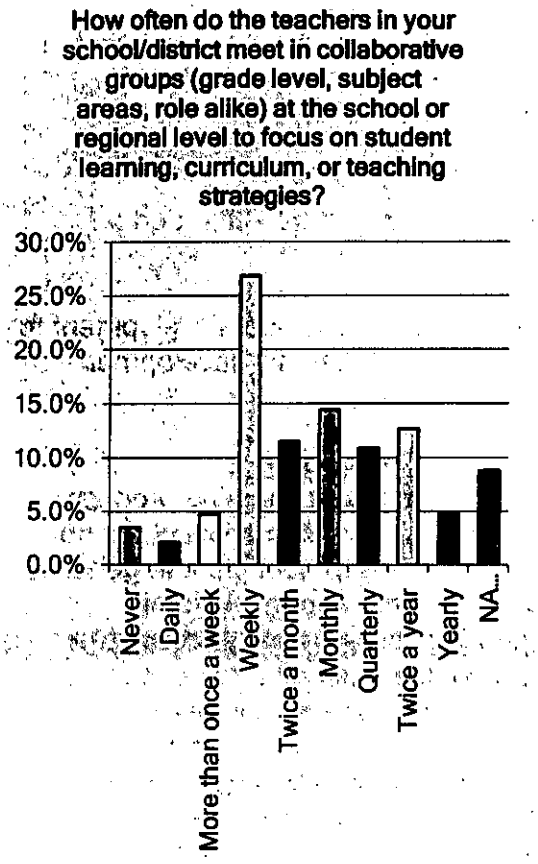
The collaboration standard from Learning Forward states that one of the elements of effective professional development includes "Staff development that improves the learning of all students, organizes adults into learning communities whose goals are aligned with those of the school and district."

In North Dakota the following collaborative opportunities are utilized by districts:

a) Professional Learning Communities (PLCs) which focuses on creating power standards, common assessments and interventions for students
b) Sharing curriculum through online curriculum maps
c) Ongoing collaboration with grade and content areas through Regional Educational Association (REA) facilitated Professional Learning Communities
d) Culture and size of small school districts allows for continuous collaboration
e) Integrated cross grade and content book studies focused on school goals
f) Collaboration time built into daily schedules and during professional development days
g) Data and curriculum teams working with staff groups
h) Use of a district listserv, First Class, Moodle and blogs to discuss professional development initiatives

The survey results show 28% of administrators and 40% of teachers indicate consistent collaborative work happens weekly within their schools.

Administrators



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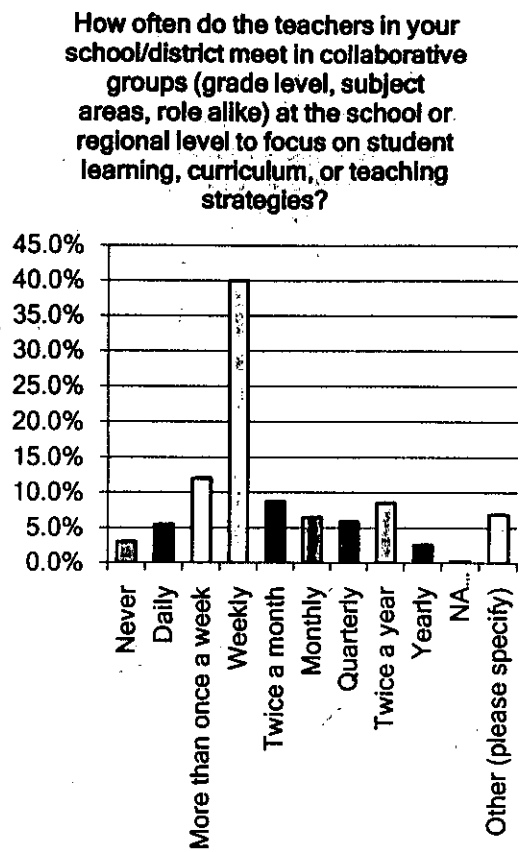


Leadership Role in Effective Professional Development

The leadership standard from Learning Forward states, "Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement." Leadership comes from all ranks in the district and should include district and building administrators and teacher leaders who can communicate to all stakeholders the link between improved student learning and professional learning of all educators.

The review of the North Dakota professional development plans indicate that school leadership is engaged in facilitation of the professional development plan to varying degrees. District and school leadership may be involved in professional development in the following ways:

a) The principal participates in professional development with teachers.
b) Administration provides for dedicated time and resources for professional development and collaboration within the school day.
c) Professional development plans are developed by a team including administrators and teachers.

d) A district professional development committee, often led by an administrator, reviews data, develops goals and drives professional development in a systemic and focused manner.
e) Professional development sessions are facilitated by the district or school administrator and/or teacher leaders.
f) Leadership within a district develops a strategic plan that includes the belief of the importance of quality professional development to increase student learning.
g) Principals manage an evaluation system of professional development that requires a professional development plan for each staff member based on the goals of the district.
h) Leadership facilitates the sharing of information after staff has attended a conference or training.

Effective leadership plays a critical role in ensuring quality professional development for their districts. Leaders struggle to balance time between professional development responsibilities and other professional duties.

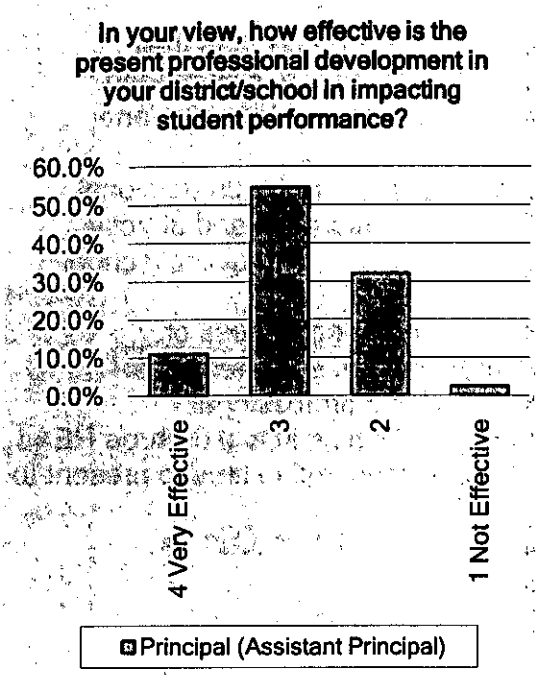
Identified Growth Areas when Planning Professional Development

Districts are to be commended on their professional development planning process although several areas for growth were also identified. The size of the district did not necessarily correlate with the quality of the professional development plan. In general, larger districts had the capacity and human resources to write strong, systemic professional development plans while many smaller districts had clearly articulated plans that were designed with input from the majority of the staff.

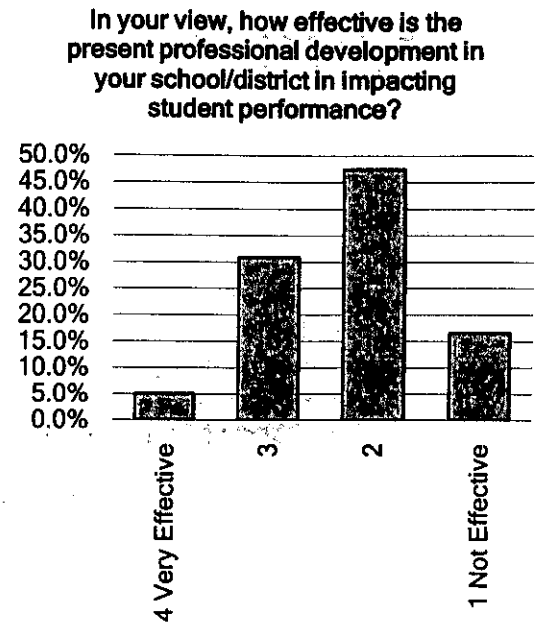
The areas for growth include:

a) Professional development planning and implementation varies greatly by district. This is often based on district capacity and leadership, financial resources and the belief system of the district as to the importance of professional development as a vehicle for increasing student learning.
b) In many districts, professional development goals were written as what students would accomplish in the classroom instead of what teachers would accomplish for professional learning.
c) Districts that had clear student centered school improvement goals were more likely to develop clearly articulated professional development goals.
d) Some districts had difficulty in writing clear goals that were specific, measureable, attainable, results-oriented and time-bound (S.M.A.R.T. Goals).
e) Districts listed multiple data sources that were used in the planning process; however, the process used to analyze the data to determine the professional development goals was weaker.
f) In some cases it appeared plans were written for compliance and reporting purposes, rather than supporting the improvement of professional development.
g) There was a lack of focus on systemic K-12 professional development goals even though this was a district plan.
h) Identified activities and strategies were not always aligned to the professional development goals.
i) Many of the professional development goals were not measurable; therefore, districts will not be able to show any evidence as to how the goal was met.

Administrators



Teachers



ND Professional Development Advisory Committee Recommendations

1. Recommendations for the Professional Development Plans:
   a. Districts will submit their online professional development plans by June 30 of each year.
   b. Districts will have their professional development plans reviewed during the 2011-12 school year in an effort to ensure district success in their professional development initiatives. After districts receive feedback for a second year, districts will be scheduled for a three or five year review cycle based on the observations from the review and the support needed by the districts to develop an effective professional development plan. The professional development plans will become part of the school improvement review process.
   c. The NDPDAC will continue to revise the professional development plan and review document to keep current with best practice research and district needs.
   d. The NDPDAC will conduct a survey on the status of professional development to use as comparative data to the original survey.

2. Recommendations for the ND Professional Development Model and Report:
   a. As the NDPAC reviewed research on effective professional development, designed the professional development plan, analyzed the survey results, listened to the feedback from ND educators from the pilot project with the ND Curriculum Initiative and anticipated the adoption of the Common Core Standards, a model for professional development began to emerge. The ND Professional Development Model was developed in time to secure funding from the 2011 legislative session. This standards-based learning and teaching model is designed to be presented regionally with consultants

and develop facilitators who would customize the work to the needs of local districts (refer to the appendices for model and budget).

b. Districts will use the design model as the format for developing their professional development plan (refer to appendices for design model).
c. The NDPDAC will recommend additional models as needs evolve and funding is available.
d. Continue to seek funding sources to provide a structure for professional development in North Dakota that is focused, collaborative and directly supports the Common Core Standards, assessments, and district/school improvement processes.
e. Continue to study and analyze the efficiency and effectiveness of professional development practices in North Dakota. A professional development survey based on Learning Forward's professional development standards will be conducted with districts in two or three REAs in North Dakota. A second report will be generated and in time to present to the 63rd Legislative session.

APPENDICES

IN THIS SECTION:

- Proposed ND Professional Teacher Standards
- ND Professional Development Plan
- ND Professional Development Review Form
- ND Professional Development Model and Budget
- Design Model for ND District Professional Development Plan
- Professional Development Survey Results
- NSDC/Learning Forward Professional Development Standards

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue Dept 201, Bismarck, ND 58505-0440

PROPOSED
NORTH DAKOTA PROFESSIONAL TEACHER STANDARDS

Revised: 4/22/10

STANDARD ONE
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING BY:

1.1 Using knowledge of students to engage them in learning
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests
1.3 Connecting subject matter to meaningful, real-life contexts
1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
1.5 Promoting critical thinking through inquiry, problem solving and reflection
1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO
CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING BY:

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creating physical or virtual learning environments that promote student learning, reflects diversity and encourages constructive and productive interactions among students
2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe
2.4 Creating rigorous learning environments with high expectations and appropriate support for all students
2.5 Developing, communicating and maintaining high standards for individual and group behavior
2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn
2.7 Using instructional time to optimize learning

STANDARD THREE
UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING BY:

3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizing curriculum to facilitate student understanding of the subject matter
3.4 Utilizing instructional strategies that are appropriate to the subject matter
3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR
PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS BY:

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction
4.2 Establishing and articulating goals for student learning
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curriculum materials to meet the assessed learning needs of all students

Reviewed by ND Professional Development Advisory Committee based on California Standards for the Teaching Profession
Revised 2009 by the California Commission on Teacher Credentialing

Lois Myran, Asst. Director
Professional Development
ND Department of Public Instruction

STANDARD FIVE
ASSESSING STUDENTS FOR LEARNING BY:

5.1 Applying knowledge of the purposes, characteristics and uses of different types of assessments
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
5.4 Using assessment data to establish learning goals, and to plan, differentiate and modify instruction
5.5 Involving all students in self-assessment, goal setting and monitoring progress
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX
DEVELOPING AS A PROFESSIONAL EDUCATOR BY:

6.1 Reflecting on teaching practice in using an understanding of historical, philosophical and social foundations of education to guide educational practices
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 Managing professional responsibilities to maintain motivation and commitment to all students
6.5 Demonstrating professional responsibility, integrity and ethical conduct

STANDARD SEVEN
COLLABORATING AS A MEMBER OF THE SCHOOL AND COMMUNITY BY:

7.1 Working collaboratively with the principal and colleagues to develop and support the school vision and beliefs
7.2 Participating in the development and implementation of school-wide initiatives in curriculum, instruction and assessment
7.3 Working collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning
7.4 Collaborating with the school principal, colleagues and students to develop and sustain management systems that support and extend learning
7.5 Collaborating with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community
7.6 Participating in the development and implementation of the school's strategic planning and continuous improvement process
7.7 Modeling the ethical standards expected for the profession in the learning environment and in the community

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue Dept 201, Bismarck, ND 58505-0440

PROFESSIONAL DEVELOPMENT PLAN

See guidance for completing the plan

School District:	Date Submitted:	
District Mailing Address:		
Name of District Authorized Representative:	Signature of District Authorized Representative:	
Email:	Phone:	Fax:
REA:	Reviewed by: (For Office Use Only)	
Professional Development Writing Team: (More members may be added)		
Name:	Position:	
Name:	Position:	
Name:	Position:	
Name:	Position:	
Name:	Position:	

COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PLAN

1. *Vision and Beliefs*
2. *Using Data Results*
3. *Teaching and Learning*
4. *Leadership and Governance*
5. *Resources, Support and Environment*
6. *Evaluation of the Professional Development Plan*

COMPLETE EACH OF THE FOLLOWING:

1. VISION AND BELIEFS

1.1 STATE YOUR DISTRICT'S VISION AND BELIEFS STATEMENT.

1.2 DESCRIBE HOW THE VISION AND BELIEFS GUIDE PROFESSIONAL DEVELOPMENT WITHIN THE DISTRICT:

GUIDING PRINCIPLES:

- ALIGNS TEACHING AND LEARNING, RESOURCES, ENVIRONMENT AND FINANCES WITH THE VISION AND BELIEFS
- ENSURES THE DISTRICT'S VISION AND BELIEFS STATEMENTS AND PURPOSE GUIDE THE TEACHING AND LEARNING PROCESS AND THE STRATEGIC DIRECTION OF THE DISTRICT

2. USING DATA RESULTS

2.1 IDENTIFY DATA SOURCES AND HOW THEY ARE USED TO CREATE OR MODIFY PROFESSIONAL DEVELOPMENT GOALS.

GUIDING PRINCIPLES:

- USES DATA TO IDENTIFY PROFESSIONAL DEVELOPMENT GOALS AND INITIATIVES TO ADVANCE THE VISION AND BELIEFS
- ANALYZES DISAGGREGATED STUDENT DATA TO IDENTIFY ADULT LEARNING PRIORITIES AT THE CLASSROOM, SCHOOL AND DISTRICT LEVELS
- ANALYZES A VARIETY OF DISAGGREGATED DATA TO IDENTIFY LEARNING NEEDS OF PROFESSIONALS
- WORKS WITH COLLEAGUES TO USE DISAGGREGATED DATA TO ESTABLISH PROFESSIONAL LEARNING GOALS
- ANALYZES RELEVANT STUDENT DATA IN ORDER TO MONITOR AND REVISE SCHOOL AND CLASSROOM IMPROVEMENT STRATEGIES

2.2 DESCRIBE HOW PROFESSIONAL DEVELOPMENT NEEDS ARE ADDRESSED FROM THE PERSPECTIVE OF TEACHERS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, AND PARENTS:
NDCC 15.1-18.2 SECTION 13 REQUIREMENT

GUIDING PRINCIPLES:

- DESCRIBES HOW LEADERSHIP WILL INVOLVE STAKEHOLDERS IN ACTIVITIES AND PLANNING (FORUMS, FOCUS GROUPS, SURVEYS, ADVISORIES, ETC.)
- DESCRIBES HOW LEADERSHIP WILL COMMUNICATE PROFESSIONAL DEVELOPMENT PLANS WITH THE COMMUNITY

3. Teaching and Learning

3.1 A	Based on your data, identify district professional development goals and initiatives (NCA/AdvancED or state education improvement process [SEIP] goals).
School improvement goal #1 (SEIP or NCA/AdvancED):	
Professional development goal #1 (aligned to school improvement goal #1):	State in S.M.A.R.T. goal format
List strategies or activities to carry out the goal:	
Timeline for goal completion:	
List who will participate in the activity: NDCC 15.1-18.2, section 13 requirement	
Describe how participation will be documented: NDCC 15.1-18.2, section 13 requirement	
Guiding principles:	
• Engages all students in the learning process through a standards-based curriculum that challenges all students to excel	
• Articulates and implements an aligned P-12 standards-based curriculum in clearly defined proficiency expectations for student learning	
• Participates in a variety of professional development experiences appropriate to career stage and content need	
• Uses strategies and activities that are research-based and best practice	

3.1 B	Based on your data, identify district professional development goals and initiatives (NCA/AdvancED or state education improvement process [SEIP] goals).
School improvement goal #2 (SEIP or NCA/AdvancED):	
Professional development goal #2 (aligned to school improvement goal #2):	State in S.M.A.R.T. goal format
List strategies or activities to carry out the goal:	
Timeline for goal completion:	
List who will participate in the activity: NDCC 15.1-18.2, section 13 requirement	
Describe how participation will be documented: NDCC 15.1-18.2, section 13 requirement	
Guiding principles:	
• Engages all students in the learning process through a standards-based curriculum that challenges all students to excel	
• Articulates and implements an aligned P-12 standards-based curriculum in clearly defined proficiency expectations for student learning	
• Participates in a variety of professional development experiences appropriate to career stage and content need	
• Uses strategies and activities that are research-based and best practice	

OPTIONAL	
3.1 C	BASED ON YOUR DATA, IDENTIFY DISTRICT PROFESSIONAL DEVELOPMENT GOALS AND INITIATIVES (COULD BE OTHER THAN NCA/ADVANCED OR STATE EDUCATION IMPROVEMENT PROCESS [SEIP] GOALS):
SCHOOL IMPROVEMENT GOAL #3 (SEIP OR NCA/ADVANCED):	
PROFESSIONAL DEVELOPMENT GOAL #3, (ALIGNED TO SCHOOL IMPROVEMENT GOAL #3)	STATE IN S.M.A.R.T. GOAL FORMAT
LIST STRATEGIES OR ACTIVITIES TO CARRY OUT THE GOAL:	
TIMELINE FOR GOAL COMPLETION:	
LIST WHO WILL PARTICIPATE IN THE ACTIVITY: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	
DESCRIBE HOW PARTICIPATION WILL BE DOCUMENTED: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	
GUIDING PRINCIPLES:	
• ENGAGES ALL STUDENTS IN THE LEARNING PROCESS THROUGH A STANDARDS-BASED CURRICULUM THAT CHALLENGES ALL STUDENTS TO EXCEL	
• ARTICULATES AND IMPLEMENTS AN ALIGNED P-12 STANDARDS-BASED CURRICULUM IN CLEARLY DEFINED PROFICIENCY EXPECTATIONS FOR STUDENT LEARNING	
• PARTICIPATES IN A VARIETY OF PROFESSIONAL DEVELOPMENT EXPERIENCES APPROPRIATE TO CAREER STAGE AND CONTENT NEED	
• USES STRATEGIES AND ACTIVITIES THAT ARE RESEARCH-BASED AND BEST PRACTICE	
3.2	DESCRIBE HOW PROFESSIONAL DEVELOPMENT GOALS ENCOURAGE A COLLABORATIVE CULTURE ACROSS THE DISTRICT.
REFER TO ALL S.M.A.R.T. GOALS IN 3.1 IN YOUR COLLECTIVE SUMMARY RESPONSE	
• MEETS REGULARLY WITH COLLEAGUES DURING THE CONTRACTUAL SCHOOL DAYS	
• COLLABORATION IS FOCUSED ON SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT GOALS	
• PARTICIPATES IN LEARNING TEAMS SOME OF WHOSE MEMBERSHIP EXTEND BEYOND THE SCHOOL	
• PROVIDES EDUCATORS WITH THE KNOWLEDGE AND SKILLS TO COLLABORATE	
• DEVELOPS KNOWLEDGE REGARDING EFFECTIVE GROUP PROCESSES	
• USES TECHNOLOGY TO SUPPORT COLLEGIAL INTERACTIONS	
3.3	DESCRIBE HOW THE DISTRICT WILL ENSURE THAT PROFESSIONAL DEVELOPMENT EFFECTIVELY ADDRESSES THE NEEDS OF ADULT LEARNERS.
REFER TO ALL S.M.A.R.T. GOALS IN 3.1 IN YOUR COLLECTIVE SUMMARY RESPONSE	
GUIDING PRINCIPLES:	
• PARTICIPATES IN A VARIETY OF APPROPRIATE PROFESSIONAL DEVELOPMENT DESIGNS ALIGNED WITH EXPECTED IMPROVEMENT OUTCOMES	
• PARTICIPATES IN LONG-TERM AND IN-DEPTH PROFESSIONAL LEARNING	
• PARTICIPATES IN A VARIETY OF APPROPRIATE PROFESSIONAL DEVELOPMENT DESIGNS ALIGNED WITH EXPECTED IMPROVEMENT OUTCOMES	

3.4	DESCRIBE HOW ACTIVITIES WILL SUPPORT ACADEMIC ACHIEVEMENT FOR ALL STUDENTS (E.G. TITLE I, SPECIAL EDUCATION, GIFTED AND TALENTED).
REFER TO ALL S.M.A.R.T. GOALS IN 3.1 IN YOUR COLLECTIVE SUMMARY RESPONSE	
GUIDING PRINCIPLES:	
• ANALYZES THE IMPACT OF ATTITUDE, BACKGROUND, CULTURE, AND SOCIO-ECONOMIC BACKGROUND ON THE TEACHING PROCESS	
• DEVELOPS SKILLS THAT COMMUNICATE HIGH EXPECTATIONS FOR EACH STUDENT	
• USES FORMATIVE AND SUMMATIVE CLASSROOM ASSESSMENT STRATEGIES TO MONITOR STUDENT PROGRESS TOWARD MEETING STANDARDS	

4. Leadership and Governance

4.1	DESCRIBE HOW DISTRICT AND SCHOOL LEADERSHIP WILL BE ENGAGED IN THE FACILITATION OF THE PROFESSIONAL DEVELOPMENT PLAN.
GUIDING PRINCIPLES:	
• ENGAGES IN A DISTRICT-WIDE REVIEW AND ANALYSIS OF STUDENT PERFORMANCE AND INSTRUCTIONAL EFFECTIVENESS	
• FACILITATES INSTRUCTIONAL LEADERSHIP, ESTABLISHES EFFECTIVE POLICIES AND PROCEDURES	
• PROVIDES OPPORTUNITIES FOR STAKEHOLDER INVOLVEMENT IN LEADERSHIP AND IN MEANINGFUL ROLES IN THE DECISION-MAKING PROCESS	
• IMPLEMENTS AN EVALUATION SYSTEM TO ENSURE PROFESSIONAL GROWTH FOR ALL STAFF	
• ENSURES IMPLEMENTATION OF EFFECTIVE POLICIES AND PROCEDURES	
• ENSURES COMPLIANCE WITH APPLICABLE LOCAL, STATE, AND FEDERAL LAWS, STANDARDS, AND REGULATIONS	
• COORDINATES AND DELIVERS PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
• PARTICIPATES IN SCHOOL CULTURE THAT IS CHARACTERIZED BY COLLEGIALITY AND SHARED RESPONSIBILITY	
• GUIDES STAFF IN DEVELOPING KNOWLEDGE AND SKILLS FOR COLLABORATION	

5. Resources, Support and Environment

5.1	DESCRIBE HOW THE DISTRICT WILL UTILIZE ITS RESOURCES TO SUPPORT PROFESSIONAL DEVELOPMENT ACTIVITIES.
GUIDING PRINCIPLES:	
• ALIGNS RESOURCES, ENVIRONMENT, AND FINANCES WITH THE VISION AND BELIEFS OF THE DISTRICT	
• BUDGET RESOURCES TO SUPPORT THE VISION AND EDUCATIONAL PROGRAMS, AND TO IMPLEMENT PLANS FOR IMPROVEMENT	
• ENSURES THAT ALL STAFF PARTICIPATES IN PROFESSIONAL LEARNING	
• COMMUNICATES FORMALLY AND INFORMALLY THE EXPECTATIONS FOR STUDENT LEARNING AND GOALS TO ALL STAKEHOLDERS	
• PROVIDES A VARIETY OF OPPORTUNITIES TO ENGAGE PARENTS, FAMILY AND COMMUNITY IN THE TEACHING AND LEARNING EFFORTS	
• PROVIDES SCHOOL CLIMATE THAT ENSURES A SAFE, HEALTHY AND POSITIVE ENVIRONMENT CONDUCIVE TO LEARNING	
• PROVIDES TIME FOR PROFESSIONAL DEVELOPMENT AND COLLABORATION DURING THE WORKDAY	

6. Evaluation of the Professional Development Plan

6.1	Districts should review the results of their professional development S.M.A.R.T. goals annually to determine effectiveness of the plan and determine if modifications are needed. If the plan is modified, the district must submit the revised professional development plan online through NDMILE.

NO WRITTEN RESPONSE REQUIRED

GUIDING PRINCIPLES:

- Ensures each district's plan for professional development is aligned with the district's vision and expectations for adult learning
- Evaluates and documents the effectiveness and impact of the professional development goals and initiatives on student achievement
- Ensures that all staff participates in professional learning to assist in achievement of the professional development goals and initiatives
- Monitors, documents and communicates the results of professional development efforts to stakeholders
- Provides direction and assistance to its schools to support their continuous improvement efforts
- Describes how information gleaned from the evaluation will assist the district in moving forward professionally

Lois Myran, Assistant Director, Professional Development
*701-328-2629 * lmyran@nd.gov*

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 East Boulevard Avenue Dept 201, Bismarck, ND 58505-0440

2010 PROFESSIONAL DEVELOPMENT PLAN REVIEW

Updated: 8.2010

District Name: _____ **District Authorized Representative:** _____

NDPD Committee Reviewer: _____

1. Vision and Beliefs

	Well Defined	Needs Clarification	Resources
1.1 State your district's vision and beliefs statement.	The plan includes the district's vision and beliefs statement ☐ District Self Assessment ☐ PD Committee Review	The plan does not include the district's vision and beliefs statement ☐ District Self Assessment ☐ PD Committee Review	• http://www.nsba.org/sbot/toolkit/cav.html • http://www.plcwashington.org/trust/activities/writing-a-vision.doc
1.2 Describe how the vision and beliefs guide professional development within the district.	The plan describes how the vision and beliefs guide professional development within the district ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how the vision and beliefs guide professional development within the district ☐ District Self Assessment ☐ PD Committee Review	• http://www.authenticeducation.org/documents/SchoolingbyDesign_ppt.pdf

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

2. Using Data Results

	Well Defined	Needs Clarification	Resources
2.1 Identify data sources and how they are used to create or modify professional development goals.	The plan identifies data sources and how they are used to create or modify professional development goals ☐ District Self Assessment ☐ PD Committee Review	The plan does not identify data sources and how they are used to create or modify professional development goals ☐ District Self Assessment ☐ PD Committee Review	• http://www.learningpt.org/pdfs/datause/guidebook.pdf • http://www.advanc-ed.org/products_and_services/free_downloads/docs/analyzing_080607.pdf
2.2 Describe how professional development needs are addressed from the perspective of teachers, school administrators, school board members and parents.	The plan describes how professional development needs are addressed from the perspective of teachers, school administrators, school board members and parents ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how professional development needs are addressed from the perspective of teachers, school administrators, school board members and parents ☐ District Self Assessment ☐ PD Committee Review	• http://www.tgci.com/magazine/How%20to%20Conduct%20a%20Focus%20Group.pdf • http://assessment.aas.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf • www.nsba.org/sbot/toolkit/planningPD.html

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

PD Advisory Committee Comments (if component needs clarification):

☐ Use student learning data to create or modify PD goals
- ☐ Summative Assessments, for example:
  - NDSA
  - ACT
  - Work Keys
- ☐ Interim Assessments, for example:
  - NWEA
  - Other approved
- ☐ Formative Assessments, for example:
  - Dibels/AIMSweb
  - Writing Assessment (6 traits)
  - Grade Level/Department Common Assessment
- ☐ Other, for example: Grades

- [ ] Use perception data (survey) to create or modify PD goals, for example:
  - Staff
  - Student
- [ ] Use demographic data to create or modify PD goals, for example:
  - Staff (e.g. educational background, years of service)
  - Student (e.g. free and reduced, ethnicity)
- [ ] Describe how the PD needs are addressed by:
  - [ ] Teachers
  - [ ] School Administrators
  - [ ] School Board Members
  - [ ] Parents

3. Teaching and Learning

3.1A Based on your data, identify district professional development goals and initiatives (NCA/AdvancED or state education improvement process [SEIP] goals).

	Well Defined	Needs Clarification	Resources
SCHOOL IMPROVEMENT GOAL #1	The plan includes the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	The plan did not include school improvement goal ☐ District Self Assessment ☐ PD Committee Review	
PROFESSIONAL DEVELOPMENT GOAL #1 (ALIGNED TO SCHOOL IMPROVEMENT GOAL #1)	The professional development goal is aligned to the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	The professional development goal is not aligned to the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	• http://www.nsdc.org/standards/datadriven.cfm • http://www.learningpt.org/pdfs/datause/guidebook.pdf • http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm
STATE IN S.M.A.R.T. GOAL FORMAT:	The professional development goal is written in S.M.A.R.T. goal format ☐ District Self Assessment ☐ PD Committee Review	The professional development goal is not written in S.M.A.R.T. goal format ☐ District Self Assessment ☐ PD Committee Review	• http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd5lk13.htm • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T.%20Goals.pdf • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T%20Goal%20Guidance%20Document.pdf • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T.%20Goal%20worksheet.pdf
LIST STRATEGIES OR ACTIVITIES TO CARRY OUT THE GOAL:	The plan lists strategies or activities to carry out the goal ☐ District Self Assessment ☐ PD Committee Review	The plan does not list strategies or activities to carry out the goal ☐ District Self Assessment ☐ PD Committee Review	• http://www.advanc-ed.org/products_and_services/advanced_resource_network/ • http://www.dpi.state.nd.us/approve/edimprov/ipstndrd.pdf • http://www.dpi.state.nd.us/approve/edimprov/capacity.pdf • http://www.dpi.state.nd.us/approve/edimprov/index.shtm (SFN 54223)

TIMELINE FOR GOAL COMPLETION:	The plan includes a timeline for goal completion ☐ District Self Assessment ☐ PD Committee Review	The plan does not include a timeline for goal completion ☐ District Self Assessment ☐ PD Committee Review	
LIST WHO WILL PARTICIPATE IN THE ACTIVITY: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	The plan lists who will participate in the activity ☐ District Self Assessment ☐ PD Committee Review	The plan does not list who will participate in the activity ☐ District Self Assessment ☐ PD Committee Review	
DESCRIBE HOW PARTICIPATION WILL BE DOCUMENTED: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	The plan describes how participation will be documented ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how participation will be documented ☐ District Self Assessment ☐ PD Committee Review	

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

3.1B Based on your data, identify district professional development goals and initiatives (NCA/AdvancED or SEIP).

	Well Defined	Needs Clarification	Resources
SCHOOL IMPROVEMENT GOAL #2 (SEIP OR NCA/ADVANCED):	The plan includes the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	The plan did not include school improvement goal ☐ District Self Assessment ☐ PD Committee Review	
PROFESSIONAL DEVELOPMENT GOAL #2 (ALIGNED TO SCHOOL IMPROVEMENT GOAL #2)	The professional development goal is aligned to the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	The professional development goal is not aligned to the school improvement goal ☐ District Self Assessment ☐ PD Committee Review	• http://www.nsdc.org/standards/datadriven.cfm • http://www.learningpt.org/pdfs/datause/guidebook.pdf • http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm
STATE IN S.M.A.R.T. GOAL FORMAT:	The professional development goal is written in S.M.A.R.T. goal format ☐ District Self Assessment ☐ PD Committee Review	The professional development goal is not written in S.M.A.R.T. goal format ☐ District Self Assessment ☐ PD Committee Review	• http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd5lk13.htm • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T.%20Goals.pdf • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T%20Goal%20Guidance%20Document.pdf • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T.%20Goal%20worksheet.pdf
LIST STRATEGIES OR ACTIVITIES TO CARRY OUT THE GOAL:	The plan lists strategies or activities to carry out the goal ☐ District Self Assessment ☐ PD Committee Review	The plan does not list strategies or activities to carry out the goal ☐ District Self Assessment ☐ PD Committee Review	• http://www.advanced.org/products_and_services/advanced_resource_network/ • http://www.dpi.state.nd.us/approve/edimprov/ipstndrd.pdf • http://www.dpi.state.nd.us/approve/edimprov/capacity.pdf • http://www.dpi.state.nd.us/approve/edimprov/index.shtm (SFN 54223)
TIMELINE FOR GOAL COMPLETION:	The plan includes a timeline for goal completion ☐ District Self Assessment ☐ PD Committee Review	The plan does not include a timeline for goal completion ☐ District Self Assessment ☐ PD Committee Review	

LIST WHO WILL PARTICIPATE IN THE ACTIVITY: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	The plan lists who will participate in the activity ☐ District Self Assessment ☐ PD Committee Review	The plan does not list who will participate in the activity ☐ District Self Assessment ☐ PD Committee Review	
DESCRIBE HOW PARTICIPATION WILL BE DOCUMENTED: NDCC 15.1-18.2, SECTION 13 REQUIREMENT	The plan describes how participation will be documented ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how participation will be documented ☐ District Self Assessment ☐ PD Committee Review	
Optional District Comments/Clarification:			
PD Advisory Committee Comments (see marked components under Needs Clarification):			

	Well Defined	**Needs Clarification**	**Resources**
3.2 Describe how professional development goals encourage a collaborative culture across the district.	The plan describes how professional development goals encourage a collaborative culture across the district ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how professional development goals encourage a collaborative culture across the district ☐ District Self Assessment ☐ PD Committee Review	• http://www.allthingsplc.info/ ➢ Click "Articles and Research" (top) ➢ Click "Teamwork and Collaboration" • http://www.nsdc.org/standards/collaborationskills.cfm
3.3 Describe how the district will ensure that professional development effectively addresses the needs of adult learners.	The plan ensures that professional development effectively address the needs of adult learners ☐ District Self Assessment ☐ PD Committee Review	The plan does not ensure that professional development effectively address the needs of adult learners ☐ District Self Assessment ☐ PD Committee Review	• http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk12.htm

3.4 Describe how activities will support academic achievement for all students (e.g., Title I, Special Ed, gifted and talented).	The plan describes how activities will support academic achievement of all student ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how activities will support academic achievement of all students ☐ District Self Assessment ☐ PD Committee Review	• http://webhost.bridgew.edu/kdobush/Strategies%20for%20Teaching%20Reading/Handbook/Diff_Inst/Differentiated%20Instruction.htm#0 • http://www.dpi.state.nd.us/resource/NDMILE/S.M.A.R.T.%20Goals.pdf

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

PD Advisory Committee Comments (see components that are marked as Needs Clarification and/or the following):

☐ Describe how PD goals encourage a collaborative culture across the district, for example:
- Professional Learning Communities
- Regularly scheduled time for collaboration
- Vertical/horizontal alignment of staff teams
- Parent opportunities for collaboration

☐ Describe how the PD will effectively address the needs of adult learners, for example:
- Mentoring
- Differentiated for:
  - Career Levels
  - Subject Areas
  - Educational Background
  - Individual PD Goals or Interests
- National Staff Development Standards for Professional Development

4. Leadership and Governance			
	Well Defined	**Needs Clarification**	**Resources**
4.1 Describe how district and school leadership will be engaged in the facilitation of the professional development plan.	The plan describes how district and school leadership will be engaged in the facilitation of the professional development plan ☐ District Self Assessment ☐ PD Committee Review	The plan does not describe how district and school leadership will be engaged in the facilitation of the professional development plan ☐ District Self Assessment ☐ PD Committee Review	• http://www.nsdc.org/standards/leadership.cfm

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

PD Advisory Committee Comments (see components that are marked as Needs Clarification):

☐ Describe how the district and school leadership is engaged in the facilitation of PD, for example:

- Develop schedules and time for PD
- Research and share educational best practices
- Develop contracts with consultants for PD
- Be an active participant in the PD activities
- Co-plan and assess the effectiveness of PD activities with teachers

5. Resources, Support and Environment

	Well Defined	Needs Clarification	Resources
5.1 Describe how the district will utilize its resources to support professional development activities.	The plan describes how the district will utilize its resources to support professional development activities. ☒ District Self Assessment ☐ PD Committee Review	The plan does not describe how the district will utilize its resources to support professional development activities. ☐ District Self Assessment ☐ PD Committee Review	• http://www.nsdc.org/standards/resources.cfm

Optional District Comments/Clarification:

PD Advisory Committee Comments (see marked components under Needs Clarification):

PD Advisory Committee Comments (see components that are marked as Needs Clarification):

☐ Describe how the district will utilize its resources to support PL, for example:

- Collaboration with REAs
- Collaboration with NDCI (ND Curriculum Initiative)
- Use of federal funds
- Use of District PD Allocation
- Capitalize on expertise of district staff for PD
- Evaluate the use of contract time for PD, for example:
  - Professional Learning Communities
  - Before and after school time
  - School calendar
- Evaluate how current resources are used for PD, for example:
  - Time, Money, Staff

6. Evaluation of the Professional Development Plan

6.1 Districts should review the results of their professional development S.M.A.R.T. goals annually to determine effectiveness of the plan and determine if modifications are needed. If the plan is modified, the district must submit the revised professional development plan online through NDMILE.

PROPOSAL
North Dakota Regional Professional Development Model

Rational:
Research shows that teacher quality is the single most powerful influence on student achievement, and yet teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world's high-achieving nations. In order for our students in ND to succeed, teachers must also be supported to succeed. Studies have shown that teacher success can be fostered through high-quality professional development — professional development that is sustained, connected to practice and school initiatives, focused on academic content and standards, and supportive of strong working relationships among teachers. The research of Linda Darling-Hammond and other researchers indicates that professional development must be intensive, sustained, well-defined and strongly implemented, and requires from 33-50 hours of professional development to change instructional practices that will increase student achievement.

Design:
The North Dakota Professional Development Advisory Committee (NDPDAC) recommends a regional approach to the delivery of best practice professional development. This approach includes:

1) Consultants with experience and expertise in the area of designing and delivering professional development based on effective best practices.
2) A framework for professional development best practices in new Core/ND Standards and re-designed assessments that can be customized at the district level.
3) Development of district facilitators who are knowledgeable in effective best practices who will assist districts in sustaining changes in practices at the district level.
4) Alignment and support to the Teacher Support Program and administrative mentoring proposal.

Content:
Consultants would work regionally through the REAs to prepare facilitators to enhance their knowledge and skills as they assist educators in their districts. The work would be based, but not limited to, the following areas:

1) Do schools need to change to address the needs of 21st Century learners and why? What skills will students need to compete in a global market and be players in the continued economic development of ND?
2) Understanding a framework of Core/State standards-based education and the components of the teaching/learning cycle. Participants will examine the district's current reality within that cycle.
3) What are research-based best practices and effective instructional strategies that engage students, assist teachers in implementing Core/State standards, and are relevant to real world applications?
4) What are effective assessment practices and will the new re-designed assessments impact those practices? What are research-based formative and summative assessment practices? Why are common assessment strategies powerful and how can assessment practices be used to improve instructional practices and student achievement? Participants will learn additional strategies in effective practices around intervention for students who need extensions or remediation and the role of feedback grading and reporting in a standards-based classroom.
5) How can facilitators customize the framework for Core/State standards and re-designed assessment practices for the needs of their district? Consultants would assist district facilitators to plan for improved results linked to the assessment of the current reality in their districts. Facilitators will be given assistance in developing a customized plan for school improvement and implementation in their local district.
6) Consultants will provide sessions on teacher and leader evaluation systems and instruments, and professional development practices to support leaders in identifying effective teaching behaviors when observing teachers using standards-based best practices with 21st Century digital learners.

PROPOSAL
North Dakota Regional Professional Development Model

Professional development in North Dakota will:

1. Build capacity for teachers and leaders to align the Core/ND Standards and re-designed assessments to instructional practices.
2. Develop teachers and leaders who are skilled in addressing the issues of leading change, including how education is delivered (i.e. technology, virtual delivery, etc).
3. Be grounded in 21st Century learning.
4. Assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

BUDGET

Design and Delivery of the Professional Development Model

- **$866,940 for the biennium**
- **$433,470 per each year of the biennium**

1. **$265,000 to contract with consultants:**
   a. $140,000 Provide at least 20 days of training for on-site professional development facilitators. Consultants will provide a framework for best practices in professional development in the new Core/ND Standards and re-designed assessments that can be customized at the district level. This would include incorporating 21st Century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon North Dakota's economic development activities, and incorporating standards-based best practices. An estimated 20 days of training would be delivered regionally in four sections of ND by combining the attendance of two REAs. The primary audience would be ND teachers, teacher leaders and administrators.

   b. $60,000 Provide at least 12 professional development sessions on teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying effective teaching behaviors when observing teachers using standards-based best practices with 21st Century digital learners. The trainings will be delivered regionally in four sections of ND by combining the attendance of two REAs. The primary audience would be ND administrators and teacher leaders.

   c. $65,000 Build a cadre of on-site facilitators in best practices in professional development to sustain the changes in practices. Facilitators will coach districts (job-embedded) and educators on school improvement strategies, professional development plans and their work with incorporating standards and 21st Century learning and technology for digital learners.

2. **$117,470** Stipends, meals, mileage and lodging, and substitutes for developing facilitators in a regional approach in the delivery of best practices professional development:
   a. $52,020 612 substitute days at $85 per day for teachers to attend the outlined professional development to develop regional facilitators;

   b. $45,450 Meals, mileage and lodging for participants;

   c. $20,000 Stipends for summer work at $100 per day for summer participation in professional development to develop regional facilitators.

3. **$51,000** Operational expenses which include:
   a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD (Learning Forward), NDCEL, and attendance at national ASCD or NCSD (Learning Forward) conferences.

   b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar, thus strengthening the work of regional and district professional development. Further development and regular maintenance of the website will also require funding.

   c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Total funding request is $866,940 or $433,470 per year of the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives, such as the teacher and leader evaluation systems, are completed.

***There are numerous variables in this plan, such as number of days, training formats, cost of trainers and the needs of the schools in the state. Therefore, there needs to be an understanding that changes may occur as the plan is rolled out.**

Submitted by:
Lois Myran, Assistant Director for Professional Development
September 20, 2010

Department of Public Instruction
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Dr. Wayne G. Sanstead
State Superintendent

Design Model for ND District Professional Development Plan

Steps for Developing a District Professional Development Plan include:

1. Review the district mission/belief statements as professional development strategies/activities are planned.
2. Review and analyze district and school data to determine professional development needs.
3. Review school improvement goals for the district.
4. Create professional development goals based on the school improvement goals and based on research based best practices.
5. Goals should be written so they are specific, measurable, attainable, results oriented and time-bound.
6. Identify professional development activities, strategies, timelines and who will participate in the professional development events.
7. Based on the professional development goals, districts should plan so that all professional development goals will:
   - Encourage collaboration among staff members
   - Meet the needs of all adult learners regardless of their career level (differentiate the professional development to meet the needs of all staff)
   - Provide insight for all adult learners into the needs and unique qualities and learning needs of all students
   - Identify how leadership (superintendent, principals, teacher leaders) will be involved in planning, implementing, monitoring and evaluating the professional development activities for the district
8. Identify resources (e.g., time, funding and personnel) for planning, implementing, monitoring and evaluating the professional development.

It is suggested that the professional development plan is developed by a team consisting of all stakeholders within the district and shared with the entire school community.

NSDC's Standards for Staff Development
(Revised 2001)

Context Standards
Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards
Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitors progress, and helps sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards
Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, creates safe, orderly and supportive learning environments, and holds high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

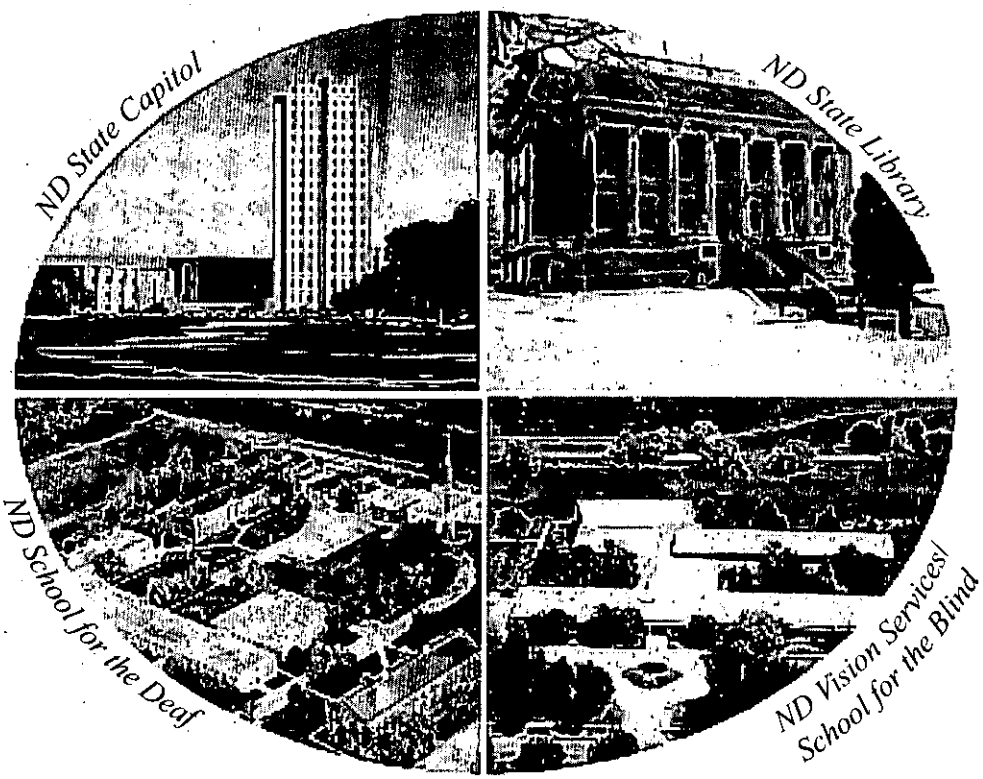
The National Staff Development Council (NSDC) has a new name, *Learning Forward.*
All of the standards were incorporated into the ND Professional Development Plan.

SB 2013
Department of public instruction
attachment #8
3/16/11

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the House Appropriations Committee



March, 2011

600 E Boulevard Avenue, Dept. 201
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TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

School for the Deaf – *Carmen Grove Suminski & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Hulen Bivins & Cindy Clairmont-Schmidt*

Administrative Funding – *Bonnie Miller*

Optional Adjustments (Part I) – *Bonnie Miller*

(1) **General Fund Operating** – *Steph Gullickson*
(2) **General Fund Salary** – *Steph Gullickson*
(3) **MIS – STARS Maintenance/Development** – *Steve Snow*
(4) **State Assessment System** – *Greg Gallagher*
(5) **Language Arts (Writing) Standards** – *Greg Gallagher*
(6) **Math & English Language Arts (Content Standards)** – *Greg Gallagher*
(7) **Foreign Language & the Arts (Standards Revision)** – *Greg Gallagher*
(8) **Adult Education – Adult Learning Centers** – *Valerie Fischer*
(9) **NDMILE** – *Lois Myran*
(10) **Professional Development Program** – *Lois Myran*

Special Education Services – *Gary Gronberg*

Demographics & School Organization Update – *Jerry Coleman & Bob Marthaller*

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *Bonnie Miller*

(11) North Dakota Museum of Art – *Matt Wallace*
(12) Red River Valley Writing Project – *Kim Donehower*
(13) We the People Program – *Donna Person*
(14) Young Entrepeneur Education Program – *Barry Striegel*
(15) North Central Council of School Television – *Bev Pearson*
(16) Governor's School – *Lonnie Hass*
(17) Northern Plains Writing Project – *Ron Fischer*
(18) Teacher Center Network – *Deb Sisco*
(19) Education Standards & Practices Board – *Janet Welk*
(20) Education Standards & Practices Board – *Janet Welk*
(21) ND LEAD Consortium – *Jim Stenhjem*
(22) North Dakota Early Learning Council – *Kim Mertz*
(23) Atlantik-Brucke – *Jon Martinson*

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

INDEX

Funding Analysis ..... *Page 1*

Current FTE's ..... *Page 4*

Federal Grant Funding ..... *Page 7*

Federal Grant Descriptions ..... *Page 9*

Optional Request Summary (DPI) ..... *Page 17*

General Operating Fund ..... *Page 18*

Optional Request Narrative (DPI) ..... *Page 19*

Optional Request Summary (Pass-Through Grants) ..... *Page 29*

Optional Request Narrative (Pass-Through Grants) ..... *Page 30*

Special Education Services ..... *Page 37*

ND K-12 2010-11 Statistics ..... *Page 40*

Regional Education Associations 2010-11 ..... *Page 41*

ND Public K-12 Enrollment ..... *Page 42*

K-12 Public School Enrollment Cohorts ..... *Page 43*

Public School Enrollment by County ..... *Page 44*

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

		1	2	3	4	5		6	
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE		2011-2013 SENATE VERSION	
1	**FTE Employees**	**99.75**	**99.75**	**99.75**	**99.75**	**99.75**		**99.75**	
	Operations:								
2	Salaries & Wages	$ 13,654,455.00	$ 13,654,455.00	$ -	$ 14,409,300.00	$ 754,845.00	1	$ **14,409,300.00**	
3	Operating Expenses	$ 31,270,801.00	$ 31,270,801.00	$ -	$ 29,651,187.00	$ (1,619,614.00)	2	$ **29,751,187.00**	b
4	Capital Assets	$ -	$ -	$ -	$ -	$ -		$ -	
5	**Total**	**$44,925,256.00**	**$44,925,256.00**	**$ -**	**$ 44,060,487.00**	**$ (864,769.00)**		**$ 44,160,487.00**	
	Funding Sources:								
6	General Fund	**$ 8,065,211.00**	**$ 8,065,211.00**	$ -	**$ 10,566,762.00**	**$ 2,501,551.00**		$ 10,566,762.00	
7	Federal Funds	**$ 35,794,642.00**	**$ 35,794,642.00**	$ -	**$ 32,432,116.00**	**$ (3,362,526.00)**		$ 32,432,116.00	
8	Other Funds	**$ 1,065,403.00**	**$ 1,065,403.00**	$ -	**$ 1,061,609.00**	**$ (3,794.00)**		$ 1,161,609.00	
	Grants:								
	State								
9	State School Aid	$ 808,370,295.00	$ 808,370,295.00	$ -	$ 919,459,478.00	$ 111,089,183.00		$ 919,459,478.00	
10	Grants - Supplemental One-Time	$ 85,644,337.00	$ 85,644,337.00	$ -	$ -	$ (85,644,337.00)		$ -	
11	Supplemental Operations Grants	$ 16,795,584.00	$ 16,795,584.00	$ -	$ -	$ (16,795,584.00)		$ -	
12	Mill Levy Reductions	$ 295,000,000.00	$ 295,000,000.00	$ -	$ 341,790,000.00	$ 46,790,000.00		$ 341,790,000.00	
13	Special Education	$ 15,500,000.00	$ 15,500,000.00	$ -	$ 16,000,000.00	$ 500,000.00		$ 16,000,000.00	
14	Transportation	$ 43,500,000.00	$ 43,500,000.00	$ -	$ 48,500,000.00	$ 5,000,000.00		$ 48,500,000.00	
15	Governor's School	$ 410,000.00	$ 410,000.00	$ -	$ 410,000.00	$ -		$ 410,000.00	
16	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 260,000.00	$ -		$ 260,000.00	
17	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 360,000.00	$ -		$ 360,000.00	
19	Adult Education Matching Funds	$ 1,850,000.00	$ 1,850,000.00	$ -	$ 1,850,000.00	$ -		$ 2,050,000.00	a
20	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ -		$ 1,380,000.00	
21	North Dakota Museum of Art	$ 345,000.00	$ 345,000.00	$ -	$ 360,000.00	$ 15,000.00		$ 380,000.00	a
22	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 83,000.00	$ -		$ 83,000.00	
23	Red River Writing Project	$ 70,000.00	$ 70,000.00	$ -	$ 70,000.00	$ -		$ 75,000.00	a
24	North Central Council for School Television	$ 445,000.00	$ 445,000.00	$ -	$ 445,000.00	$ -		$ 445,000.00	
25	North Dakota Geographic Alliance	$ 226,000.00	$ 226,000.00	$ -	$ -	$ (226,000.00)		$ -	
26	Atlantic Brucke Teacher Exchange	$ 75,000.00	$ 75,000.00	$ -	$ 75,000.00	$ -		$ 75,000.00	
27	We the People	$ 18,000.00	$ 18,000.00	$ -	$ 22,000.00	$ 4,000.00		$ 22,000.00	
28	Young Entrepreneur Education Program	$ 100,000.00	$ 100,000.00	$ -	$ 110,000.00	$ 10,000.00		$ 120,000.00	a
29	General Fund	**$ 1,184,787,879.00**	**$ 1,184,787,879.00**	$ -	**$ 1,331,174,478.00**	**$ 60,742,262.00**		**$ 1,331,409,478.00**	
30									

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

		1	2	3	4	5	6	
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	2011-2013 SENATE VERSION	
31	Federal Funds	**$ 390,151,109.00**	**$ 304,536,772.00**	$ -	**$ 293,818,982.00**	**$ (10,717,790.00)**	**$ 293,818,982.00**	
32	Tuition Apportionment	$ 86,300,000.00	$ 86,300,000.00	$ -	$ 101,638,000.00	$ 15,338,000.00	$ 101,638,000.00	
33	Displaced Homemakers	$ 250,000.00	$ 250,000.00	$ -	$ 250,000.00	$ -	$ 250,000.00	
34	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	$ -	**$ 101,888,000.00**	**$ 15,348,000.00**	**$ 101,888,000.00**	
	Funding Sources:							
35	General Fund	**$ 1,098,487,839.00**	**$ 1,098,487,839.00**	**$ -**	**$ -**	**$ (1,098,487,839.00)**	**$ -**	
36	Federal Funds	**$ 390,290,149.00**	**$ 390,290,149.00**	**$ -**	**$ -**	**$ (390,290,149.00)**		0
37	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	**$ -**	**$ 101,878,000.00**	**$ 15,338,000.00**	**$ 101,888,000.00**	
	Special Line Items:							
38	Mentoring Programs	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,300,000.00	$ -	$ -	
39	National Board Certification (ESPB)	$ 500,000.00	$ 500,000.00	$ -	$ -	$ (500,000.00)	$ -	b
41	National Board Certification (ESPB)	$ 102,500.00	$ 102,500.00	$ -	$ 185,000.00	$ 82,500.00	$ 185,000.00	b
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ -	$ 30,000.00	
43	ATCS Review Panel	$ -	$ -	$ -	$ 300,000.00	$ 300,000.00	$ -	c
44	Education Jobs Fund	$ -	$ -	$ -	$ 21,517,716.00	$ 21,517,716.00	$ 21,517,716.00	
45	Alternative Education Program Grants						$ 460,000.00	d
46	**Total**	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 24,332,716.00**	**$ 21,400,216.00**	**$ 22,192,716.00**	
	Funding Sources:							
47	General Fund	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 2,815,000.00**	**$ (117,500.00)**	**$ 490,000.00**	
48	Federal Funds	**$ -**	**$ -**	$ -	**$ 21,517,716.00**	**$ (417,500.00)**	**$ 21,517,716.00**	
49	Other Funds	**$ -**	**$ -**	$ -	**$ -**	**$ -**	**$ 185,000.00**	
50	**Total**	**$1,709,336,744**	**$1,623,722,407**	$ -	**$ 24,332,716.00**	**$ (535,000.00)**	**$ 22,192,716.00**	
	Funding Sources:							
51	General Fund	$ 1,109,605,590.00	$ 1,109,605,590.00	$ -	$ 902,064,740.00	$ (207,540,850.00)	$901,613,240	
52	Federal Funds	$ 426,109,646.00	$ 426,109,646.00	$ -	$ 347,768,814.00	$ (78,340,832.00)	$347,768,814	
53	Other Funds	$ 87,611,508.00	$ 87,611,508.00	$ -	$ 444,739,609.00	$ 357,128,101.00	$445,224,609	
54	**Total Funding Source**	**$1,623,326,744**	**$1,623,326,744**	$ -	**$ 1,694,573,163.00**	**$ 71,246,419.00**	**$ 1,694,606,663.00**	

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

1	2	3	4	5	6
2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	2011-2013 SENATE VERSION

Column 3 - Variance between 2009-2011 appropriation and the 2009-2011 estimated expenditures:
None - All appropriations are estimated to be expended.
Column 5 - Variance between 2011-2013 recommendation and 2009-2011 appropriation

1 Provides employee salary increase & funding change for ND scholarship administration.
2 Removes one time funding items, stimulus funding, & grant funding overstatement.
Provides funding for contracted grant writing expertise, Indian Advisory Council, ITD increases,
& other inflationary increases.

Senate Changes
a Senate increased funding for Rural Art Outreach Program ($20,000), Red River Writing Project ($5000), ND Young Entrepreneur Program ($10,000), and Adult Education Grants ($200,000)
b Senate repealed the national board certification fund and used the $500,000 to fund ESPB mainframe rewrite ($200,000), national board certification state share of testing costs ($185,000) and Work Keys Writing Test ($100,000)
c Senate removed funding for Alternative Teacher Compensation System Review Panel
d Senate added funding for payments to eligible school districts that offer alternative education programs to students in grades six through eight.

One Time Funding Items	2009-2011	2011-2013
IT Application Rewrite & Maintenance	$ 500,000.00	$ 384,000.00
ESPB Database	$ -	$ 200,000.00
National Board Certification Fund	$ 500,000.00	$ -
Federal Fiscal Stimulus - School Aid	$ 85,644,337.00	$ -
Federal Fiscal Stimulus - Other Grants	$ 67,379,051.00	$ -
Geographic Alliance Endowment	$ 226,000.00	$ -
Total	**$ 154,249,388.00**	**$ 584,000.00**

Current FTEs
December 2010

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

4.25 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; and payroll and employee benefit administration; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time director supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, mail, human resources, business communications, and procurement.
4.25 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.
3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.
1.00 The purchasing/procurement officer has been assigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; supervises the school bus transportation program; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

1.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.
1.50 Staff develop professional development systems, curriculum, and instructional supports to assist all North Dakota teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning.
1.50 Staff implement the K-12 school counselor program with an emphasis on career planning; personnel also administer the 504 program in this unit.

Title I

13.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA).

Standards and Achievement

10.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit. Personnel have been assigned to administer the State ACT Assessment Program. Technology has been assigned to this unit. Federal grants are also allocated through this unit for the student scholarships within the Robert Byrd Scholarship Program.
2.00 Staff members administer the statewide testing program and the federal NAEP testing program.

School Approval and Accreditation

6.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.
4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.75 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty GED testing sites, eighteen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.75 Child Nutrition and Food Distribution personnel are responsible for the administration of nine USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2011-2013 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	8,880,537	
10.555	National School Lunch Program	Agriculture	32,223,628	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,090,073	417,016
10.559	Summer Food Service for Children	Agriculture	975,830	51,331
10.560	State Administrative Expense for Child Nutrition	Agriculture		2,657,873
10.565	Commodity Supplemental Food Program	Agriculture	382,254	149,808
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,672,000	747,500
10.568	Temporary Emergency Food Assistance	Agriculture	92,849	180,918
10.582	Fresh Fruit and Vegetable Program	Agriculture	2,375,000	426,813
84.002	Adult Basic Education	Education	1,693,000	433,966
84.007	Title I, Part F Comprehensive School Reform	Education	0	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	82,504,038	2,173,513
84.011	Title I Migrant Education	Education	872,728	280,444
84.013	Title I Neglected & Delinquent Children & Youth	Education	149,770	
84.025	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B & State Personnel Development Grant	Education	87,708,797	4,642,532
84.173	Special Education IDEA - Preschool Program	Education	2,563,222	135,338
84.184	Safe & Drug Free Schools & Community Service Grants	Education	0	215,638

Catalog #	Title	U.S. Dept.	Grants	Admin
84.185	Byrd Scholarship Program	Education	205,000	
84.196	Title I Education for Homeless Children	Education	374,234	205,507
84.213	Title I Even Start	Education	479,696	46,713
84.287	Title IV 21ST Century Community Learning Centers	Education	10,857,005	1,122,987
84.298	Title V Innovative Programs	Education	0	0
84.318	Title II D Enhancing Education Through Technology	Education	881,410	183,010
84.357	Early Reading First	Education	0	991,369
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	717,500	246,946
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	26,356,274	799,932
84.369	Title VI Part A State Assessment Program	Education		6,555,103
84.372	NDSLEDS	Education		5,783,408
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	HHS	214,900	59,446
93.938	School Health Programs	Center for Disease	724,012	1,036,865
94.004	Learn & Serve	Corp Nat Comm Service	83,476	7,523
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,193,264
		Total	**$287,024,019**	**$31,920,291**

[1] Estimated federal funding

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

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $8,630,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560 **State Administrative Expenses for Child Nutrition** **Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565 **Commodity Supplemental Food Program** **Agriculture**

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

10.567 **Food Distribution Program on Indian Reservations** **Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568 **Emergency Food Assistance Program** **Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582 **Fresh Fruit and Vegetable Program** **Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002 **Adult Basic Education** **Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010 **Title I Basic Grants Improving the Academic Achievement of the Disadvantaged** **Education**

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2009-2010 and 2008-2009 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

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

84.011 **Title I Migrant Education** **Education**

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013 **Title I Neglected & Delinquent Children & Youth** **Education**

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.025 **Services for Children with Deaf-Blindness** **Education**

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

84.027 **Special Education Act (IDEA), Part B** **Education**

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more in thirteen categories. In the most recent allocation an amount equal to 87.9% of the total grant amount was distributed to school districts based on the federal formula. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.173 **Special Education IDEA Preschool Program** **Education**

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.185 **Byrd Scholarship Program** **Education**

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

84.186 **Title IV Part A Safe and Drug-Free Schools and Communities** **Education**

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received 4% is used at the state level for technical assistance, 3% is awarded to DPI for administration and 93% is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196 | **Title I Education for Homeless Children and Youth** | **Education**

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.213 | **Title I Even Start** | **Education**

Funds are available to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 94% is distributed to school districts, 3% is for technical assistance, and 3% is for administration. The method for allocation of funds is based on a competitive application process.

84.287 | **Title IV 21ST Century Community Learning Centers** | **Education**

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

84.298 **Title V Innovative Programs** **Education**

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

84.318 **Title II D Enhancing Education Through Technology** **Education**

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

84.323 **State Personnel Development Grant** **Education**

Funds to assist the State in personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities. Funds are awarded to universities to conduct university based resident teacher induction programs. Trainee scholarships are awarded to eligible speech language pathologists and to resident teacher trainees.

84.357 **Early Reading First** **Education**

Early Reading First was created to address the growing concern that many of our nation's children begin kindergarten without the necessary foundation to fully benefit from formal school instruction. Funding will aim to improve the school readiness of 360 low-income, ethnically and language-diverse children attending Head Start. Rural areas face numerous challenges to education, including pervasive poverty and unemployment. Approximately 79% of the children in the project area are eligible for free or reduced price lunch and 35% are English learners. Although growing up in rural areas presents a well documented set of educational challenges for young children, including pervasive poverty and limited opportunities, these challenges can be overcome using strategies to ensure that all children who enter school are ready to learn.

84.358 | **Title VI Part B Rural and Low-Income Schools** | **Education**

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

84.365 | **Title III English Language Acquisition** | **Education**

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366 | **Title II Part B Math and Science Partnerships** | **Education**

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367 | **Title II Part A Teacher and Principal Training and Recruiting** | **Education**

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

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

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

93.576 **Refugee Children School Impact Grant** **Health & Human Services**

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938 **School Health Programs** **Ctr for Disease**

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

94.004 **Learn & Serve** **Corp Nat'l Community Service**

Provides funds for service-learning. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

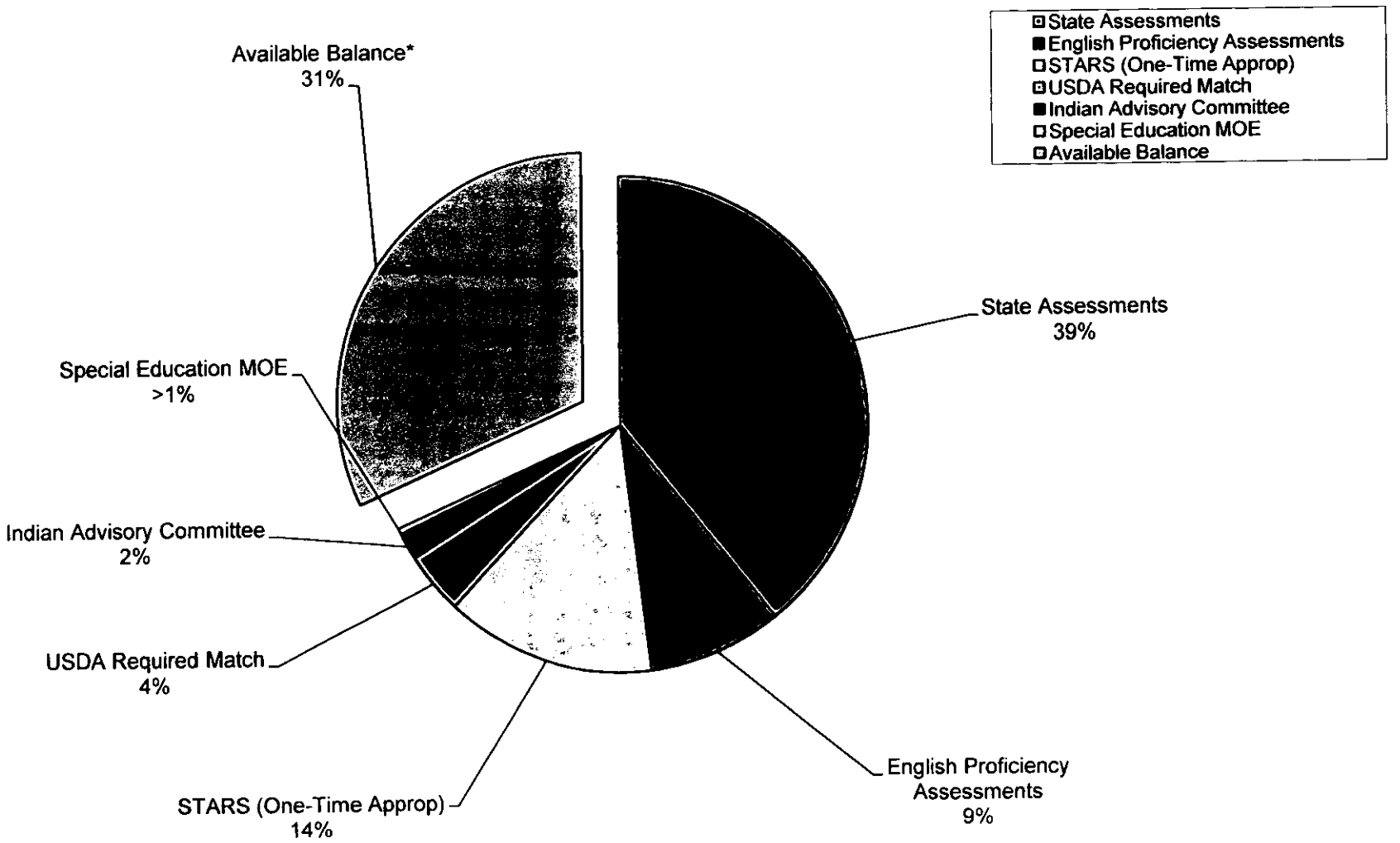
SB 2013 **3/11**

1	2	3	4	5	6	7
PRIORITY	**DEPARTMENT DESCRIPTION**	**2009-11 DEPARTMENT APPROPRIATION (Base Budget)**	**2011-13 DEPARTMENT REQUEST**	**2011-13 EXECUTIVE RECOMMENDATION**	**DIFFERENCE BETWEEN REQUEST & RECOMMENDATION (Column 5 - Column 4)**	**2011-13 SENATE VERSION**
1	General Fund Operating	$3,602,319	$885,880	$551,880	($334,000)	$551,880
2	General Fund Salary	$4,337,836	$76,692	$76,692	$0	$76,692
3	MIS - STARS Maintenance / Development	$0 [1]	$878,000	$384,000 update	($494,000)	$384,000
4	State Assessment System	$1,417,928	$2,373,900	$763,586	($1,610,314)	$763,586
5	Language Arts (Writing) Standards	$0	$310,000	$0	($310,000)	$0
6	Math & English Language Arts (Content Standards)	$0	$650,000	$0	($650,000)	$0
7	Foreign Language & the Arts (Standards Revision)	$0	$590,000	$0	($590,000)	$0
8	Adult Education - Adult Learning Centers	$1,850,000	$1,800,000	$0	($1,800,000)	650 Total $200,000
9	NDMILE	$0	$750,000	$0	($750,000)	$0
10	Professional Development Program	$0	$1,000,000	$0	($1,000,000)	$0
	TOTAL GENERAL FUNDS	**$11,208,083**	**$9,314,472**	**$1,776,158**	**($7,538,314)**	**$1,976,158**

[1] $500,000 - One-Time Funding (2009 -11)

[1] $384,000 - One-Time Funding (2011-13)

DPI General Operating Fund Obligations 2009-2011
Total Available $ 3,602,319.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2011-2013 Biennial Budget Optional Requests

1. General Fund Operating Increase

The American Recovery and Reinvestment Act provided significant federal funds to States in competitive grant programs that were designed to encourage and reward the States that are creating conditions for education innovation and reform; achieving significant improvements in student outcomes; and implementing ambitious plans in four core education reform areas. This competitive way of granting federal funds is anticipated to follow through to some of the federal grants the Department has in the past received as formula grants. Because of this shift in methodology of formula grants to competitive grant funding and in order for ND to stay competitive with other states in securing contractors accustomed to working on a national level, we are asking for general funds in the operating line. These general funds will be used to assist DPI in being awarded federal competitive grant funding in lieu of the traditional formula grant funding. Federal regulations prohibit the Department from using our existing federal funds to write grants for a federal program, so general funds are being requested to develop and implement grant writing systems for the increasing number of competitive federal education grants. Using existing contract pricing it is estimated that each competitive grant proposal would cost about $50,000 to write. The Department anticipates writing 5 competitive grants per year @ 50,000 each for a total request of $500,000.

Another initiative in the Department is the North Dakota Indian Education Advisory Council (NDIEAC) that was authorized and funded by the 61st Legislative Assembly. The NDIEAC acts in an advisory capacity on matters such as, but not limited to, Indian student and adult Indian education needs, Indian cultural needs necessary for Indian learners, success for Indian students in schools, and professional development for teachers to promote greater understanding of the needs of Indian learners. Continuance of the NDIEAC is desired by the DPI in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to contract with a facilitator to (1) assist in receiving input and guidance from the various Indian stakeholders; (2) research and analyze the data; and (3) study the issues involved with Indian education in order to better serve the Indian student population. Additional funds of $ 100,000 are necessary to continue and expand the work of the NDIEAC.

Finally, several of the Operating Expenses items in DPI's budget are anticipated to increase. ITD has given agencies estimates on their anticipated increases and DPI will have a significant increase in the ConnectND Hosting Fees along with several other ITD services. Based on DPIs current usage, the ITD charges alone are estimated to increase over $185,880 in the upcoming biennium. In addition to ITD charges, there is anticipated increase in travel costs for Department and Non-Department staff in addition to contracting fees for summer school monitors. Some of the other areas of anticipated

increases in costs include operating fees such as printing, postage, supplies and professional development costs.

The Department hereby requests an additional $ 885,880.00 in General Fund Operating.

2. General Fund Salary Line Increase

HB 1400 mandated statewide ACT or Work Keys testing for all high school juniors. The legislature also created two new North Dakota merit scholarships for graduating seniors. The North Dakota Department of Public Instruction was charged with the responsibility of implementation of the law and oversight of the testing and the scholarship program.

Implementation and administration of the statewide testing and scholarship programs require development of procedures, guidelines, timelines, training, oversight, and frequent communication with all stakeholders (ACT, NDDPI, NDUS, CTE, school administration and staff, parents and students). The application process for the scholarship program involves online application, verification of curricular and grade requirements, verification of graduation, notification of award, acceptance or deferment of award, and coordination with the NDUS for the dispersion of funds. The results from the test administration are collected and used for school, district and state analysis, as well as for the determination of scholarship eligibility. Data is also available to conduct correlation studies between various measures of high school performance and student success in college.

The Department hereby requests an additional $ 76,692.00 in General Fund Salary Line.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including

the common assessments used by the districts, ACT and WorkKeys results and granular course data. Based on the previous biennium, we estimate this will total $384K.

In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored. Based on the previous biennium, we estimate this will total. Based on the previous biennium, we estimate this will total $180K.

We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations. Based on the previous biennium, we estimate this will total $314K.

The Department hereby requests an additional $ 878,000.00 in General Funds for STARS Maintenance.

4. State Assessment Program

After going through the formal state procurement process, the Department issued a contract to CTB/McGraw-Hill, LLC. The new contract includes cost increases within its new cost structure, especially during the second year of the biennium. The Department also facilitates the alternate assessments' development and various assessment-impacted activities, such as the Common Core Standards developments. ND currently provides the lowest cost assessment system in the nation. The Department anticipates the need for the state to prepare for higher assessment costs arising from multi-state consortium costs for Common Core Standards-based assessments.

The Department hereby requests and additional $ 2,373,900.00 in General Funds for the State Assessment Program.

5. Language Arts (Writing) Standards

The Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement against the state's established language arts content standards on the North Dakota State Assessment. The Department proposes to establish achievement standards for language arts using the CTB/McGraw-Hill benchmark standards setting method. The Department would contract with approximately 75 educators to establish work committees.

The Department hereby requests and additional $ 310,000.00 in General Funds for the Language Arts Standards.

6. Math & English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, the state should provide support to districts and Regional Education Associations (REA) to allow for the managed transition into the state's new content standards in English language arts and mathematics. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue $ 500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the REAs, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards. The Department would also issue $ 150,000 in grants or contracts to external organizations (e.g., the McRel, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-2012 and the 2012-2013 academic years to conduct curricular planning and professional development to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model.

The Department hereby requests an additional $ 650,000.00 in General Funds for the Math & English Language Arts Content Standards.

7. Foreign Language & the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the state should revise its current content standards foreign language and the arts. The Department would contract to provide a research-based assessment of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 contract with McREL to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 contract with McREL to facilitate the development of the content standards drafts and supporting materials; (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings.

The Department hereby requests an additional $ 590,000.00 in General Funds for the Foreign Language & the Arts Standards Revisions.

8. Adult Education Learning Centers

The federal allocation has decreased the past two years from $1,597,000 to $918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **$922,000**. This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **$634,800**. Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.

There continues to be a significant need for rural satellite centers; during the 2011-2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **$91,200**. During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **$152,000**. During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional $ 1,800,000.00 in General Funds for the Adult Education Program.

9. ND Moving to Improve Learning for Everyone (NDMILE)

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be $500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes $150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity

builders, department technical assistant providers (TAPs) and leadership teams from NDMILE schools.

As more schools start to implement the NDMILE it will be necessary to add a program manager, more administrative assistance time and funding for set-up and operational expenses for the positions, at an estimated cost of $ 100,000.

The Department hereby requests an additional $ 750,000.00 in General Funds for NDMILE.

10. Professional Development Program

With the increased emphasis on effective teachers and leaders at the federal level, it is imperative that the ND Department of Public Instruction leads this effort for all educators and school districts. The design of the professional development plan should build capacity for all educators that will, in turn, create change in teaching practices, leadership practices, student and staff engagement and learning. The request for funding would assist the State in designing a professional development model that is systemic, sustainable and job embedded with opportunities for coaching, feedback and practice. As ND addresses the teacher and leader evaluation systems with more emphasis on student performance, it is critical for the State to lead professional development efforts to support practitioners in that process.

Professional development in North Dakota should:

1. Be grounded in 21st century learning.
2. Build capacity for teachers and leaders to align standards and 21st century learning.
3. Develop teachers and leaders who are skilled in addressing the issues of change including how education is delivered (i.e. technology, etc.).
4. Assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

The State Superintendent of Public Instruction, as required by HB 1400, appointed a 22-member committee representing teachers, administrators, educational organizations and universities in ND. The full advisory committee meets 6 times per year. In addition there is subcommittee work that meets 6 to 8 times per year. The committee is required to review and provide feedback to the 180 districts on their professional development plans. The Advisory Committee will continue to meet in the following biennium as they design the next phase of delivery of professional development and develop a statewide professional development website.

$122,000 Professional Development Advisory Committee Meetings and Review of the Professional Development Plans

The calculations for the Professional Development Advisory Committee were taken from actual mileage, meals and lodging expenses of the current 22 advisory committee members, all of which were figured at current state rates.

1. **$19,815** = Mileage, meals and lodging related to the 6 yearly advisory committee meetings.

    a. $14,760 = Mileage for members outside the Bismarck metro area
    b. $975 = Meals for members outside the Bismarck metro area
    c. $4080 = Lodging for members outside the Bismarck metro area

2. **$14,625** = Mileage, meals and lodging for the 5 different subcommittees (each subcommittee meets 3 to 5 times per year).

    a. $11,690 = Mileage for subcommittee members outside the Bismarck metro area
    b. $487 = Meals for subcommittee members outside the Bismarck metro area
    c. $2248 = Lodging for subcommittee members outside the Bismarck metro area

3. **$21,840** = Review and feedback process of submitted district professional development plans by the Professional Development Advisory Committee members.

    a. Review and feedback of 182 district professional development plans @ $30 per hour at an estimated 4 hours of time per plan.

4. **$4720** = Operational expenses related to meetings of the Professional Development Advisory Committee and subcommittees including materials, printing, technology support, facilities, expenses for local consultants to work with the committee, and other miscellaneous expenses.

$61,000 per year of the biennium

The estimated biennium cost for the design and delivery of the professional development model is $878,000. The request includes funding for capacity building through consultant fees and expenses, training/meeting expenses, materials for the events, webpage development, professional library development and related support.

1. **265,000 to bring in consultants**

    a. $140,000 = Assist with the rollout of the new core standards or revised ND standards, incorporating 21st century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon ND's economic development activities, and incorporating standards-based best practices. I envision at least 5 days of training delivered regionally in

four sections of ND by combining the attendance of 2 REAs. This is estimated at 20 sessions per year. The primary audience would be ND teachers, teacher leaders and administrators.

b. $60,000 = Provide the professional development to support newly adopted teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying teaching behaviors when observing teachers using standards-based best practices with 21st century digital learners. I envision at least 2-3 days of training delivered regionally in four sections of ND by combining the attendance of two REAs. This is estimated at 8 to12 sessions per year depending on the evaluation system that is developed. The primary audience would be ND administrators.

c. $65,000 = Build a cadre of trainers for coaching and providing feedback on the two initiatives outlined above. For year two of the biennium, some of this money would shift to the trained trainers to actually go out to visit schools and coach, (job-embedded) educators on the their school improvement strategies, professional development plans and their work with incorporating standards and 21st century learning and technology for digital learners.

2. **$117,470** = Stipends, meals, mileage and lodging, and substitutes for participants in the outlined professional development.

   a. $52,020 = 612 substitute days at $85 per day for teachers to attend the outlined professional development

   b. $45,450 = Meals, mileage and lodging for participants

   c. $20,000 = Stipends for summer work for 200 teachers at $100 per day for summer participation in the outlined professional development.

3. **$56,530** = Operational expenses which include:

   a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD and NDCEL and attendance at national ASCD or NCSD conference.

   b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar. Further development and regular maintenance of the website will also require funding.

c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Funding request for each year of the biennium is $61,000 for Part A and $439,000 for Part B per year or a total of $1,000,000 for the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives such as the teacher and leader evaluation systems are completed.

During the next biennium several trainers or teams of trainers would be hired to help carry forward the professional development work started in the 2011-13 biennium. The trainers would assist schools in incorporating the right goals and strategies around the standards with the goal of increasing student achievement based on the needs of the 21st century learners.

The Department hereby requests and additional $ 1,000,000.00 in General Funds for the Professional Development Program.

SB 2013

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

3/11

1	2	3		4	5	6	7
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2009-11 PASS-THROUGH GRANTS APPROPRIATION (Base Budget)		2011-13 PASS-THROUGH GRANT REQUESTS	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 5 - Column 4)	2011-13 SENATE VERSION
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	($20,000)	$380,000
12	Red River Writing Project	$70,000		$5,000	$0	($5,000)	$75,000
13	We The People Program	$18,000		$4,000	$4,000	$0	$22,000
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	($90,000)	$120,000
15	North Central Council of School Television	$445,000		$75,000	$0	($75,000)	$445,000
16	North Dakota Governor's School	$410,000		$80,000	$0	($80,000)	$410,000
17	Northern Plains Writing Project	$83,000	3	$0	$0	$0	$83,000
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	($180,000)	$360,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0	$185,000
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0	$200,000
21	North Dakota LEAD Center	$260,000		$15,000	$0	($15,000)	$260,000
22	Early Childhood Learning Council	$0	2	$20,000	$20,000	$0	$20,000
23	Atlantik-Brucke (NDSBA) Forum Atlantic 30,000	$75,000	3	$0	$0	$0	$75,000
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**($465,000)**	**$2,635,000**

[2] $20,000 - Federal Fiscal Stabilization Funds
[3] Continued Funding/No Increase Requested

Flow-thru Grants

11. North Dakota Museum of the Arts

In the fall of 2004, the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far, the Museum has toured five exhibitions (*Snow Country Prison: Interned in North Dakota, Shelterbelts, Artists' Self-Portraits, Marking the Land: Jim Dow in North Dakota, Animals: Them and Us*) to sixty-eight rural sites with 325 surrounding town or school districts participating as well. Over 56,554 people from rural communities have seen the shows. An additional 1,135 children have participated in intensive, outdoor sculpture or indoor ceramics workshops in conjunction with the exhibitions. Beginning August 1, 2009, the Museum added a professional Artist-in-Resident to teach ceramic workshops in the communities hosting the exhibitions. In addition, 168,951 eight-page tabloids about the exhibitions have been inserted into local newspapers.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.
The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, which opened in 2004, the Museum applied for and received $ 35,000 from the Otto Bremer Foundation (Spring 2006) to refurbish the exhibition so it can continue touring to rural schools well into 2010. All of the exhibitions reflect upon life in North Dakota. For example, *Animals: Them and Us* is probably the program's most successful exhibition in that it touches the lives of all the rural children, most of who have forged complex relationships with the animals around them. And all of the exhibitions introduce actual art objects, original paintings and sculptures and video art, rather than substitute originals with posters and internet images that are most often relegated to rural people instead of "real" art. The Rural School Initiative takes the North Dakota Museum of Art and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from Grand Forks. We request an approximate 1% increase in funding in order to cover escalading transportation, print, and health insurance costs.

The North Dakota Museum of the Arts hereby requests an additional $ 35,000.00 in General Funds.

12. Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in the third area. For the 2011-2013 biennium, we request a $ 5,000 increase over the current funding of $70,000. The requested increase in funding is primarily for anticipated rising costs of travel and other costs.

The Red River Valley Writing Project hereby requests an additional $ 5,000.00 in General Funds.

13. We the People Program

The We the People Program (WTP) would like to request funding of $ 11,000 per year for a biennium total of $ 22,000 in General Funds for the winning classes of the We the People: Citizen and the Constitution state competition. This funding assists North Dakota high school students attending the national WTP competition. Held annually, more than 50 teams from across the nation compete in Washington, DC and engage in a simulated congressional hearing competition. In North Dakota, students continue to engage in this congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. World Strides, a national travel agency, is responsible for organizing and chartering travel for all winners of the National We the People competition. The disbursement from ND will defray costs associated with the winning high school class attending the National We the People Competition.

The We The People Program hereby requests an additional $ 4,000.00 in General Funds.

14. Young Entrepreneur Education Program

The Young Entrepreneur Education Program is requesting an increase because the program will double in size and scope in the next two years. The program is proving to be an effective and popular program among school districts, economic development organizations and youth leadership groups for teaching youth and their teachers the skills and attitudes associated with business ownership and community development. During the 2011-2013 biennium, the program will add at least 6 new sites for the one week summer camps. In addition, they intend to expand their efforts at the current summer

camp locations by adding year-round programs for youth entrepreneurship and leadership.

The funding increase is requested for the following:

Pay for six new summer camps	$ 33,000.
Initiate a pilot program of year-round entrepreneurship & youth leadership education by organizing local Youth Leadership Councils at three existing sites.	$ 18,000
Increase the ¼ Assistant Director position to ½	$ 20,000
Increase the ¾ Program Director to full time	$ 29,000

The Young Entrepreneur Education Program hereby requests an additional $100,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 46-year-old non-profit organization of North Dakota schools that originally put public broadcasting on the air and currently contracts with Prairie Public to administer its mission providing a virtual service center in support of four key areas of unmet needs in members' schools: easily accessible, classroom multimedia resources available by broadcast and the Web; professional development that identifies multimedia resources and integrates media technology in the curriculum; programs that address literacy and school readiness deficiencies; and North Dakota multimedia resources on the Web to support the North Dakota Studies curriculum.

Through its partnership with Prairie Public, the NCCST leverages the vast resources of local and national public broadcasting services as well as public media grant opportunities and relationships with other regional agencies to achieve advancement in these areas. Today the NCCST supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education literacy initiative for preK-3, on-site and online professional development for preK-12 teachers, a multimedia website for ND Studies resources, and numerous other digital video and preK-12 outreach projects.

Going forward the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more and more on educational multimedia resources and learning modules to supplement local curriculum. To meet this and the its ongoing needs, the NCCST is requesting a total of $520,000 for the biennium, increasing its financial support for obtaining engaging student learning activities, downloadable instructional video, and a wealth of other teacher resources from easily accessible websites by $10,000. The Board also identifies the need to continually upgrade technology platforms and has budgeted $40,000 to provide access at no cost to area schools to a valuable online repository of video and learning objects from PBS stations across the nation, the Digital Learning (DLL); continued support for the

partnership with Learn 360 for an affordable streaming video service for all schools in the state; and an upgrade for the NDStudies.org content management system (one-time funding), in addition to an increase of content development for that site.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, the NCCST Board also is increasing its financial support by $25,000 for face-to-face teacher training in integrating the curriculum-based PBS programming and correlating activities and obtaining and using other public media and specific North Dakota multimedia resources in classroom lesson planning. A portion of this funding will also leverage a Prairie Public grant opportunity for North Dakota teachers in offering additional Teacher Training Institutes integrating arts, history and culture across the curriculum.

The North Central Council of School Television hereby requests an additional $75,000.00 in General Funds.

16. North Dakota Governor's School

The Governor's school would like to request additional General Funds for the English Studies program.

The proposed budget is as follows:

Salaries and Wages	
Administrative—	$ 4620
Instructional—	$ 16,215
Technical—	$ 1,175
Remaining Operating Expenses	
Computer equipment and software	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	$ 15,000
Governor's School closing reception 25 @ 6	$150
TOTAL COSTS	**$41,360**
Local Funds	(1,360)
Total	$ 40,000
Total Biennium	$ 80,000

The North Dakota Governor's School hereby requests an additional $80,000.00 in General Funds.

17. Northern Plains Writing Project

18. North Dakota Teacher Center Network

Since their inception over 30 years ago, teacher centers have been providing professional development to educators throughout North Dakota. The North Dakota Teacher Center Network is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state.

Over time, the North Dakota Teacher Center Network (NDTCN) has expanded across the state to serve schools and educators through three fundamental goals:

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, including REAs, state agencies, and institutions of higher education for professional development of pre-service and in-service teachers.
3. Communicate via printing and/or electronic mediums to all constituents via a monthly newsletter.

The mission statement reflects the NDTCN's commitment to educators: "...assists practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."
Teacher Centers have evolved over the past few years.

- They are working directly with universities to work with pre-service teachers as well as to co-sponsors events.
- With the addition of the Regional Education Associations (REAs) in North Dakota, the teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REA in their regions.
- Teacher Centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.

The Network funding request for the 2011-2013 biennium is $540,000; this would allow $270,000 per year, or $30,000 per Teacher Center per year. Current funding does not allow each TC to employ full time year round staff, no administrative assistant time, minimal travel time, nor technology funds. As TC's work more closely with NDEA, REA's and ESPB, the need for technology to reach a wider audience is warranted.

The North Dakota Teacher Center Network hereby requests an additional $ 180,000.00 in General Funds.

19. Education Standards & Practices Board

The Education Standards & Practices Board would like to request an additional $ 82,500 for the National Board for Professional Teaching Standards, assessment fees and stipends. The total estimated budget for the 2011-20113 biennium includes $ 92,500 for the National Board for Professional Teaching Standards, $42,500 for the assessment fee, $50,000 for the annual stipend for ND teachers currently national certified. Currently ESPB has $102,500 in appropriated general funds and is requesting an increase of $ 82,500.

The Education Standards & Practices Board hereby requests an additional $ 82,500.00 in General Funds.

20. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe was rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation working with two of ND institutions, will be linking student data to teacher data to the institution.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests an additional $200,000.00 in General Funds.

21. North Dakota LEAD Center

The North Dakota LEAD Center has requested an additional $15,000 in general funds. The request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional $ 15,000.00 in General Funds.

22. Early Childhood Learning Council

23. Atlantik-Brucke (NDSBA)

North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2011 ND Legislative Assembly Appropriations Committee

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key facts about special education in North Dakota:

1. Despite overall declines in North Dakota K-12 student enrollment, the number of students identified for special education and related services continued to rise for five of the last ten years.
2. Like nearly all states, North Dakota has experienced a significant increase in the number of children identified as having autism.
3. Due in part to an-depth intensive study of special education finance in our state, North Dakota has adopted an overall state education funding formula that is less categorical and more integrated with the overall education appropriation.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan*. This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measureable outcomes such as:

- school district graduation and dropout rates of students with disabilities;
- the rate of inclusion of these students in general education settings; and
- their participation and performance on state assessments.

The Department also collects and reports data related to the percent of youth with individualized education programs (IEPs) who are no longer in secondary school, and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school. These encouraging results for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined for the last few years that North Dakota is one of the states that are identified in the top "*Meets Requirements*" category for implementation of the I.D.E.A.

There are strong efforts underway in North Dakota to ensure that the public schools of our state are keeping pace with reform initiatives that affect special education. The Department of Public Instruction is working collaboratively to promote the statewide scale-up of the research-based educational practice of *Response to Intervention* (RTI). This is widely recognized as an effective process for providing appropriate services for struggling learners before they are referred for an evaluation for special education eligibility. *Response to Intervention* is the practice of "providing

high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions"(National Association of State Directors of Special Education, 2006). Encouraging data indicate that this may be one of the most promising methods of reducing inappropriate and unnecessary referrals for special education. The Department created leadership teams involving local educators that are guiding the development of RTI for both academic and behavioral purposes.

The 2009 North Dakota Legislative Assembly passed two very significant pieces of legislation that directly affected special education. One was a bill that created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled "*Autism Spectrum Disorders in North Dakota Public Schools.*" This information is intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. Even though our overall number of students has declined for the last decade, the number of students with autism identified as a primary disability served in our public schools has now risen to 586, a fivefold increase. The other major bill our Legislative Assembly passed in 2009 that has already had a considerable impact on our DPI special education unit is the directive to assemble a broad-based transition team for the North Dakota School for the Deaf and to develop a *Future Services Plan* for our 125 year old school. The Department is pleased to report that those assignments have been completed and we are eager to share the draft plan for your review. The Department is confident that a viable blueprint for the future has been created for appropriately meeting the needs of North Dakotans who are deaf or hard of hearing.

In response to the frustrations of local administrators in preparing and submitting special education student contracts, the Department developed and made available a significant improvement for all concerned. Student contracts are the means by which a school district or special education unit can be reimbursed by the state for the excess costs of providing special education and related services to students with exceptional education needs. Eighty percent of special education contract funding is for students placed for purposes other than education (e.g., foster care, behavioral concerns, etc.). The Department created software that enables local administrators and DPI personnel to move from a labor intensive paper process to a new more efficient online student contract system. This has met with considerable support from the field and is also allowing the Department to track and analyze these unique fiscal data with greater capability.

Although our analysis at this point is primarily anecdotal, it seems relevant to share that we are receiving an increasing number of reports from local administrators about the special education needs of some of the children whose families have relocated to the parts of the state most affected by energy related development. Reports of increased numbers of children who have significant special education needs have been noted. The state will monitor this carefully in order to assist the families and schools in this area of increasing need.

Lastly, the Department wants to inform you that for the last two school years North Dakota became one of the only states in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate

sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. The user friendly system has been embraced by special educators across North Dakota. The Department has received a number of inquiries from across the nation and Canada about our ability to offer this service to the schools of our state.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between responsiveness to statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support for special education.

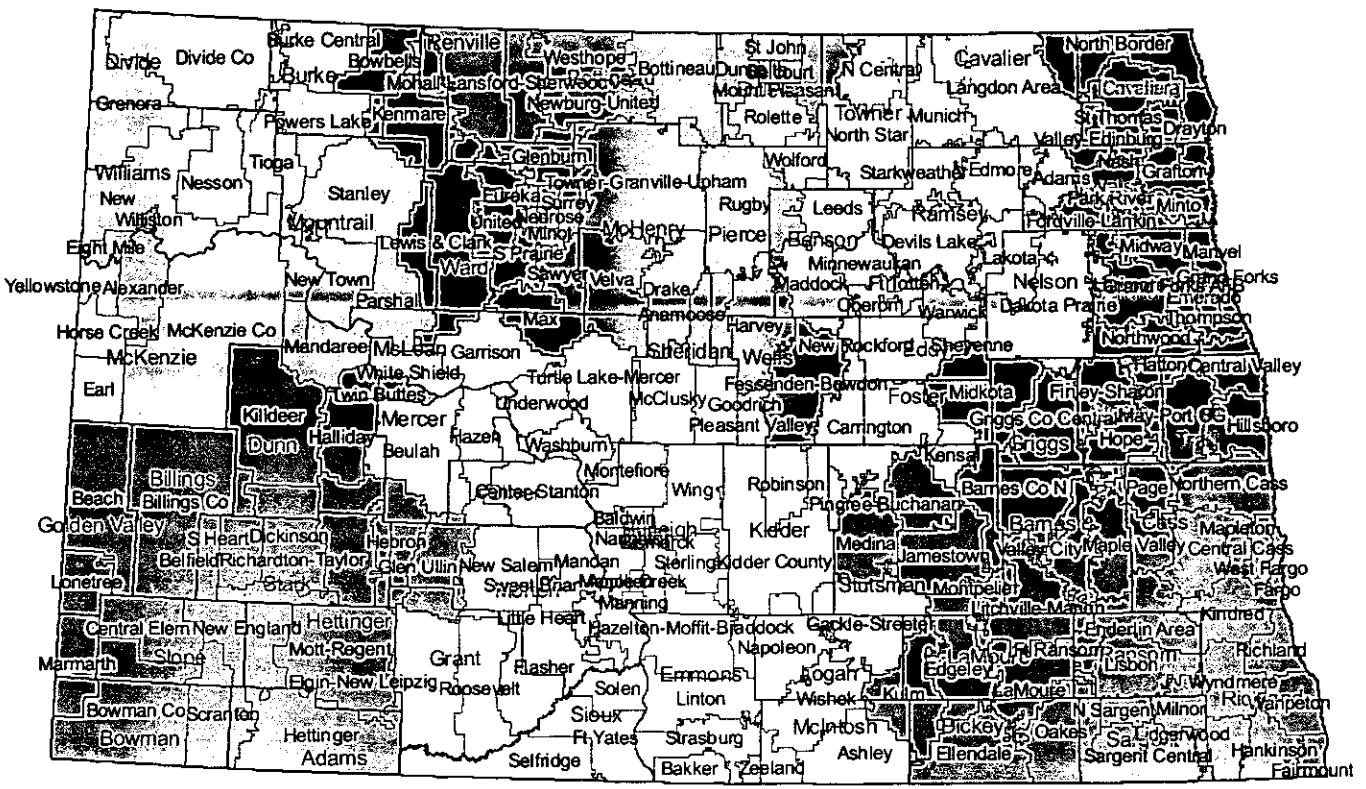
ND K-12
2010-11 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	183	46	4	5	31	10	279
Schools	373	53	4	6	0	0	436
K-12 Enrollment	94,729	6,052	65	1,513	0	0	102,359
Licensed Staff	9,756	753	68	230	382	116	11,304
Non-licensed Staff	5,792	548	73	172	254	46	6,885
Graduates	6,965	342	24	53	0	0	7,384

www.dpi.state.nd.us

Regional Education Associations (2010-2011)

10/22/2010



- Northeast Ed Services Cooperative (NESC)
- Roughrider Ed Services Program (RESP)
- Mid-Dakota Ed Cooperative (MDEC)
- Missouri River Ed Cooperative (MREC)
- South East Ed Cooperative (SEEC)
- Red River Valley Ed Cooperative (RRVEC)
- North Central Ed Cooperative (NCEC)
- Great Northwest Ed Cooperative (GNWEC)

The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440

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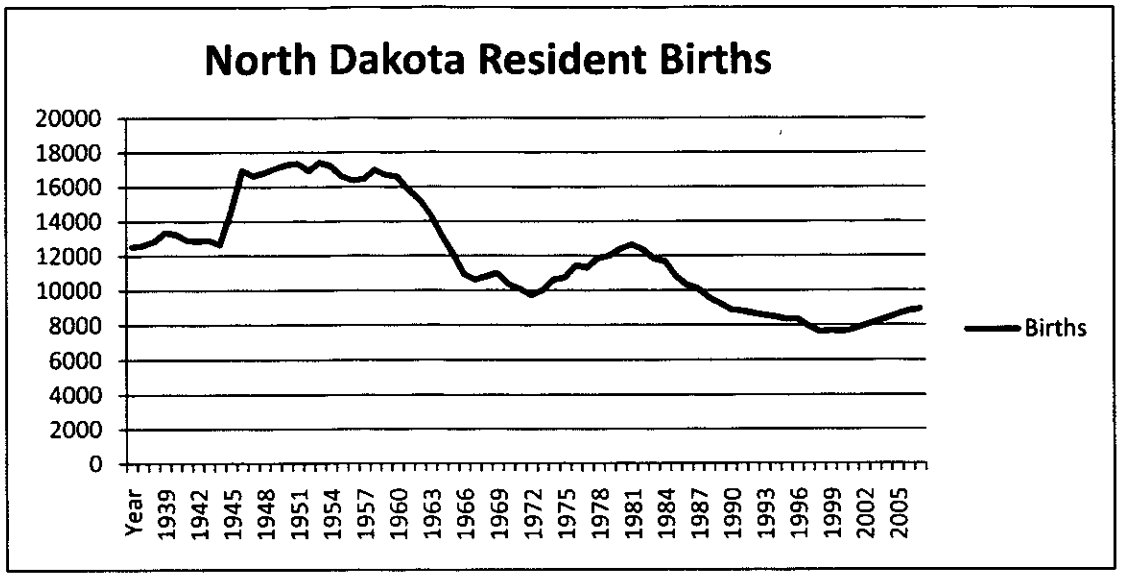
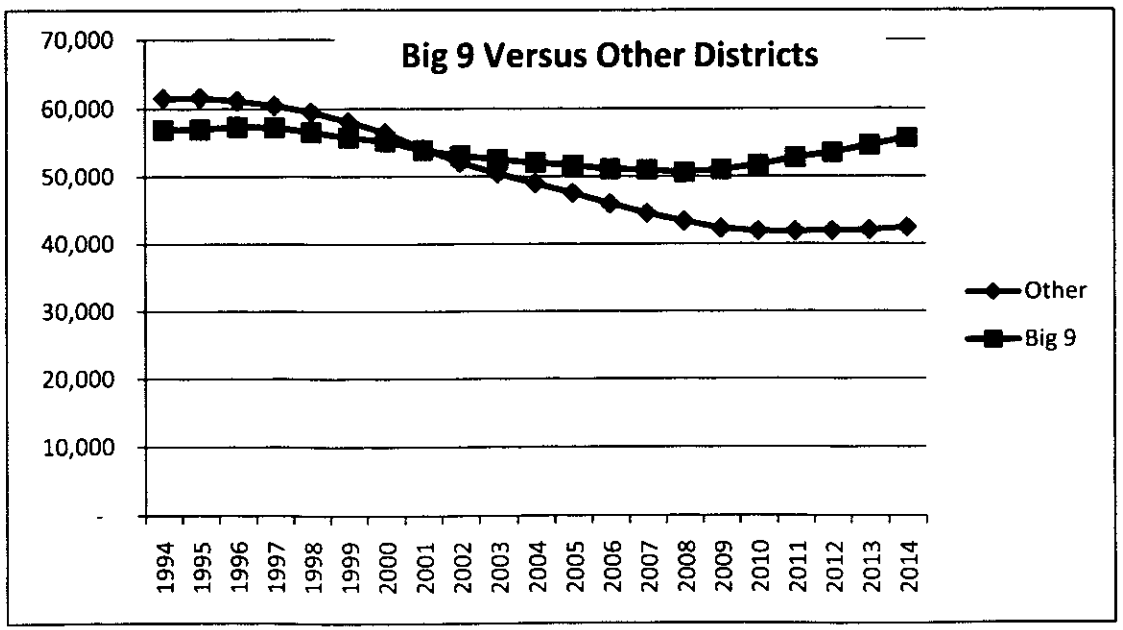
Note: District dissolution not yet complete
(Nash School District was dissolved, but still appears on the map).

North Dakota Public K-12 Enrollment

Sum of DENK12	Column Labels		
School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	41,947	53,590	95,537
2013	42,058	54,680	96,738
2014	42,423	55,727	98,150





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/28/2010

K-12 Public School Enrollment Cohorts

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Projected --> 2012	2013	2014
Kindergarten	7,559	7,144	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,446	7,748	7,920	8,064
Grade 1	7,996	7,609	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,482	7,456	7,750	7,935
Grade 2	7,894	7,643	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,196	7,478	7,443	7,745
Grade 3	8,040	7,747	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,314	7,609	7,567
Grade 4	8,130	7,980	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	6,983	7,383	7,682
Grade 5	8,339	8,099	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,676	7,069	7,082	7,490
Grade 6	8,520	8,210	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,822	7,239	7,266
Grade 7	8,608	8,544	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,368	7,373	7,033	7,468
Grade 8	9,044	8,555	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,294	7,442	7,447	7,109
Grade 9	9,566	9,204	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,579	7,537	7,684	7,682
Grade 10	9,332	9,314	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,684	7,574	7,529	7,680
Grade 11	9,389	8,993	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,409	7,389	7,282	7,232
Grade 12	9,288	9,052	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,569	7,352	7,336	7,230
Total K-12	111,705	108,094	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,729	95,537	96,737	98,150
Change from prior year		(3,611)	(2,880)	(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,014	808	1,200	1,413

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
2	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	*1,540*	17			
8	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	*11,102*	166			x
9	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	*19,974*	223			x
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	*8,415*	(43)			x
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	*1,254*	3		x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	*4,134*	106			x
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	*1,309*	85			
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	*1,791*	(41)			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	*920*	(27)			
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	*2,282*	22			
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	*2,802*	27			x
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	*3,272*	44		x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	*2,555*	(52)			x
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	*1,311*	(20)			
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	*1,524*	(175)			
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	*9,090*	417		x	x
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	*3,430*	265		x	x
1	Adams	385	364	355	347	336	312	282	279	283	*258*	(25)	x		
3	Benson	992	971	1,024	971	959	972	974	973	959	*970*	11	x		
4	Billings	73	73	76	56	50	48	46	42	44	*38*	(6)	x	x	
5	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	*765*	(20)	x	x	
6	Bowman	703	681	663	646	590	605	587	559	551	*525*	(26)	x	x	
7	Burke	324	328	294	276	263	273	243	242	239	*252*	13	x	x	
10	Cavalier	716	707	641	621	580	555	521	479	458	*437*	(21)	x		
11	Dickey	913	893	890	900	880	885	853	837	813	*844*	31	x		
12	Divide	313	302	299	280	265	237	233	228	232	*226*	(6)	x	x	
13	Dunn	549	537	529	496	473	447	429	438	437	*434*	(3)	x	x	
14	Eddy	526	512	477	492	468	421	385	353	322	*341*	19	x		
15	Emmons	760	739	724	678	659	628	618	621	588	*571*	(17)	x		
16	Foster	688	651	643	614	647	616	583	573	529	*518*	(11)	x		
17	Golden Valley	418	392	381	367	341	322	309	302	314	*303*	(11)	x	x	
19	Grant	397	368	355	320	317	304	286	255	247	*243*	(4)	x		
20	Griggs	527	509	485	483	462	415	407	392	377	*375*	(2)	x		
21	Hettinger	541	493	478	466	418	411	386	360	373	*379*	6	x		

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
22	Kidder	500	470	453	451	435	408	397	400	400	*402*	2	x		
23	LaMoure	980	912	775	725	671	658	647	613	625	*630*	5	x		
24	Logan	420	397	363	361	335	346	327	328	331	*340*	9	x		
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	*853*	(9)	x	x	
26	McIntosh	512	511	494	455	457	430	391	374	381	*390*	9	x		
27	McKenzie	1,035	964	913	880	865	810	813	814	839	*927*	88	x	x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	*1,410*	(23)	x	x	
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	*1,491*	58	x	x	
32	Nelson	613	588	582	557	524	490	494	462	468	*443*	(25)	x		
33	Oliver	270	248	250	281	265	255	237	208	196	*196*	-	x		
35	Pierce	720	665	645	609	594	574	625	610	613	*612*	(1)	x		
38	Renville	671	656	629	624	623	577	578	575	572	*577*	5	x	x	
41	Sargent	832	813	807	798	804	799	759	740	708	*671*	(37)	x		
42	Sheridan	172	168	162	146	138	143	132	137	123	*106*	(17)	x		
43	Sioux	410	347	443	462	436	399	360	350	384	*397*	13	x		
44	Slope	28	27	28	16	13	16	16	15	21	*19*	(2)	x	x	
46	Steele	322	309	324	326	306	291	285	278	260	*242*	(18)	x		
48	Towner	466	440	413	371	353	322	297	301	281	*271*	(10)	x		
52	Wells	886	850	808	715	664	638	589	566	546	*568*	22	x		
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	*94,729*	1,014	36	17	8
[1]Frontier Counties		23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	*18,024*	(3)	36		
Non Frontier Counties		82,129	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	*76,705*	1,017	17		

[1]Counties with population density of 6 or fewer persons per square mile.

[2]Oil Producing Counties	27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	*24,866*	787	17		
Non-Oil Producing Counties	77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	*69,863*	227	36		

[2]Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing development within boundaries.

[3]Largest 8 Counties	63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	*61,502*	1,109	8		
All Other Counties	41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	*33,227*	(95)	45		

[3] Counties with school district enrollment exceeding 2,000 students.

SB 2013
Department of public Instruction
3/16/11
attachment #10

TESTIMONY ON SB 2013
Joint Hearing
House Appropriations Education and Environment Division
House Education Committee
March 16, 2011
By Dr. Wayne G. Sanstead, State Superintendent
701-328-4572

Good morning Chairman Skarphol and members of the Appropriations Education and Environment Division and Chairman Kelsch and members of the House Education Committee:

For the record, my name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to introduce my department's budget, as presented in SB 2013.

The Department of Public Instruction, together with the ND Education Standards and Practices Board, the ND Department of Career and Technical Education, and the ND University System have identified a number of areas necessary to improve student readiness for college and work in North Dakota. They are summarized in the handout provided to you, along with a copy of my budget remarks. This three-fold brochure was prepared by the North Dakota P20 Agency Group. P20 was organized in December of 2006 to focus on creating a uniform state education agenda, pre-kindergarten through college, and complementing the work of the ND Commission on Education Improvement and the original 2004 P-16 Education Task Force. The purpose of the brochure is to raise public awareness about concerns and issues relative to college readiness and work preparation of North Dakota high school students in meeting the needs of North Dakota's future workforce.

As you know, in 2007, the 60th legislative assembly focused on the equity of the school finance formula and enacted substantial reforms in the funding system, as recommended by the Commission on Education Improvement. In 2009 the 61st legislative assembly focused on the adequacy of the school finance system based on recommendations made by the Commission on Education Improvement. DPI, and our education partners, worked hard to accomplish the legislative initiatives enacted into law during the last two sessions. Specific accomplishments include

- Working with school districts to adopt professional development plans and forming a professional development advisory committee, as stipulated in NDCC 15.1-18.2;

- Implementing and administering the ND Academic and ND Career and Technical Education Scholarship programs,
- Annually administering either the ACT or the WorkKeys assessments to all high school juniors to support the readiness and transition of students into college or the workforce,
- Awarding school improvement funding to assist 62 low-achieving schools by implementing educational strategies and
- reforms aimed at raising student achievement levels and meeting adequate early progress requirements,
- Launching a new initiative entitled North Dakota Moving to Improve Learning for Everyone – better known by educators as NDMILE. NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement,
- Further, DPI, collaborating with CTE, revised school approval requirements, credentialed and trained career advisors, thus allowing career advisors to fulfill up to one-third of school districts' counselor requirements. Our preliminary data indicates that students in schools with career advisors receive more information on career choices and available scholarships

It is a good beginning, but the status quo, in my view, it is not good enough! We need continued funding to fully implement, over time, several of these initiatives if we are to re-invigorate stagnant North Dakota student achievement levels. It is my belief that we cannot hold teachers responsible for student achievement if they do not have the training or the necessary tools available to them; teachers need training in content and achievement standards, data analysis, alternative teaching methods and the use of classroom technology. Similarly, administrators cannot be held accountable for student achievement without appropriate funding and legislative support. We ask that you fund our requests in areas that will provide schools the necessary professional development and the tools (NDMile) necessary to improve student achievement. The 61st Legislative Assembly also put into law new requirements for the Joint Board of Education: to develop high standards and expectations for all students, to ensure that all students have access to challenging curricula, to ensure that all individuals instructing students are highly qualified and capable, and, to expand professional growth and development opportunities to individuals instructing students. The new requirements apply to all levels of the education continuum.

These are truly lofty goals, but if we are to meet these requirements, we must continue the evolution of academic content standards and state assessments. As you know, we must be able to identify what students should know and be able to do, to meet readiness expectations for college and work - regardless of school size or location. Schools must have the resources to provide challenging courses so that all students have access to curricula aligned with state standards. Although DPI has worked diligently to develop high standards and assessments, schools are not mandated to utilize them. We ask that you fund our budget request to continue the development and implementation of content standards and assessments. I believe this is a critical component to improving student success and ensuring that North Dakota students remain viable nationally – and internationally, in a very competitive, global environment.

I want to note my deep concern about the national commitment that North Dakota made to be a signatory state for the one-time, federal stimulus grant as a part of the American Recovery and Investment Act of 2009. Both Governor John Hoeven and I developed and signed an application/plan guaranteeing the USDOE that North Dakota would meet the baseline assurances to (1) adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in a global economy, (2) build data systems that measure student growth and success and inform teachers and principals about how they can improve instruction, (3) recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most, and (4), turn around the lowest-performing schools.

As members of the 61st legislative assembly, you laid the ground work to meet the many challenges facing North Dakota's education system, but there is still much work to be done. Student success will enhance economic development initiatives and continue to provide a quality workforce for business and industry in North Dakota.

North Dakota citizens recognize the importance, and are involved, in their schools; we have developed an excellent partnership between schools and universities; today's teachers are better prepared and have numerous opportunities for networking and continuous learning; schools are more inclusive and the curriculum is more predictable across school districts; we have a high quality technology infrastructure that reduces isolation and expands curricular choices.

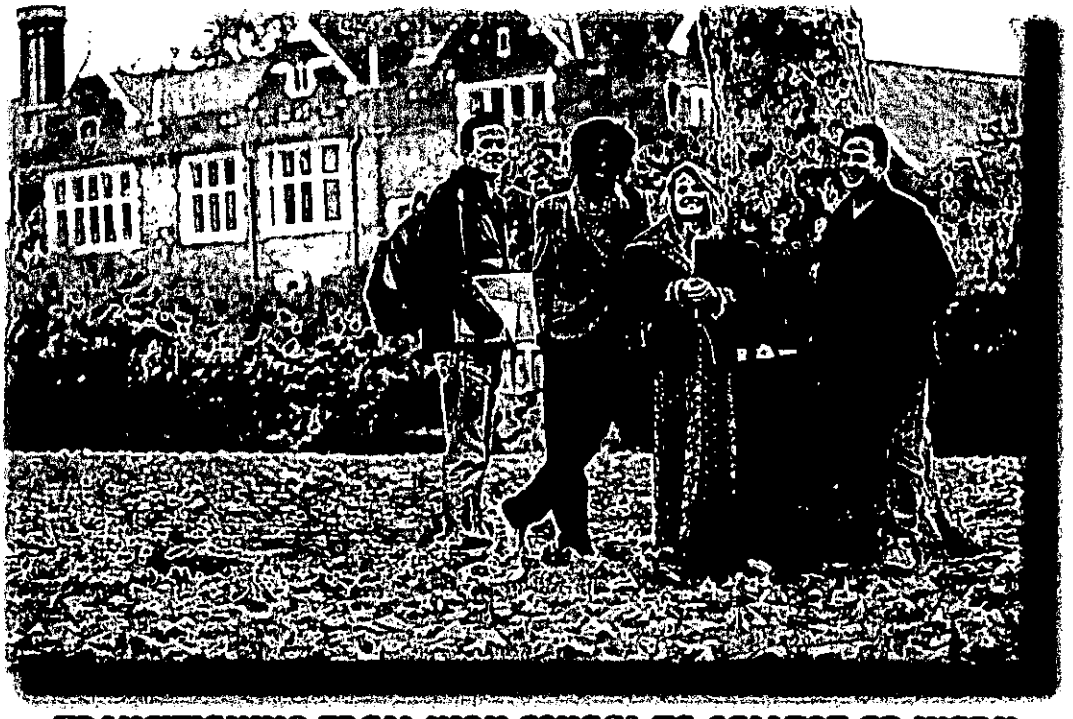
Finally, as elected state leaders, we rely on you to adopt and enact legislation to further address the needs identified by the P-20 Agency Group and the Commission on Education

Improvement. I believe that together, we can make the necessary improvements, but we need your support and understanding of the educational issues if we are to be successful.

This completes my testimony. Thank you for your kind attention. I will now turn the podium over to Carmen Suminski, Superintendent of the ND School for the Deaf and Division of Vision Services. Carmen will introduce the budget requests for these two divisions of the Department.

SB 2013 - Department of Public Inst.
3/16 Attachment #10A

COLLEGE AND WORKFORCE READINESS IN NORTH DAKOTA



TRANSITIONING FROM HIGH SCHOOL TO COLLEGE OR WORK

Are middle and high school students in ND on target to make college and career choices?

Do high school expectations reflect college and career readiness?

Are enough students taking the right courses for career preparation?

Are our core courses rigorous enough?

Are ND teachers delivering what is needed?

North Dakota P20

ND DEPARTMENT OF PUBLIC INSTRUCTION
ND UNIVERSITY SYSTEM
ND CAREER AND TECHNICAL EDUCATION
ND EDUCATION STANDARDS AND PRACTICES BOARD

IMPROVING PREPARATION FOR CO
A look at what college readiness means and

"Student performance in general education courses has long been an issu courses restricts access to majors and tends to weed out students who are plete a degree. Failure rates in some entry-level courses approach 50 per courses is key in determining college readiness.[1]

The following factors focus on areas necessary to improve student readiness for college and work in North Dakota

- ***Promote Intellectual Development.*** Provide students with challenging academic content. Schools must align curriculum around the State's Content Standards in each content area and evaluate student progress based on the State's Achievement Standards that specify what a student should know and be able to do in each core content area.

- ***Promote professional development for teachers.*** Provide teachers with training to teach intellectually challenging classes that focus instruction on rigorous high school curriculum and has the most significant impact on high school students' readiness for college and career. Emerging teacher and principal evaluation efforts identify the linkage of student achievement outcomes or student growth as a factor in the evaluation process.

- ***Promote Student Planning.*** Students need to plan for college preparation; they must know and understand college entrance requirements for their chosen course of study; they need guidance to navigate college admission and financial aid systems; they must understand how career and college differs from high school.

- ***Promote Rigorous Curriculum Choices.*** The quality and intensity (rigor) of the high school curriculum needs to improve. ACT's 2007 Research (Rigor at Risk) found that under certain conditions, students do not have a reasonable chance of becoming ready for college unless they take additional higher-level courses beyond the minimum core.[3]

LEGE OR WORK IN NORTH DAKOTA
ow all facets of education are interconnected

e in postsecondary education..." Poor performance in entry-level
incapable of succeeding in them – or extends the time required to com-
cent nationwide. Defining what it takes to succeed in these entry-level

North Dakota Success Indicators

- Of the 65% of ND high school graduates who took more than the required challenging core courses recommended by ACT, 24% met or exceeded the four ACT benchmarks, which are indicators of a student's readiness to succeed in college. 25% of ND students (compared to 12% nationally) took minimum core requirements.[2]

- The ND Education Standards and Practices Board adopted beginning teacher standards. The 61st legislature provided ND teachers funding for mentoring and coaching programs, as well as stipends to become certified by the National Board for professional teaching standards. The ND Education Commission is studying Pay for Performance options; the Department of Public Instruction has drafted, but not finalized, professional teaching standards and is assisting school districts with individualized plans for professional development.

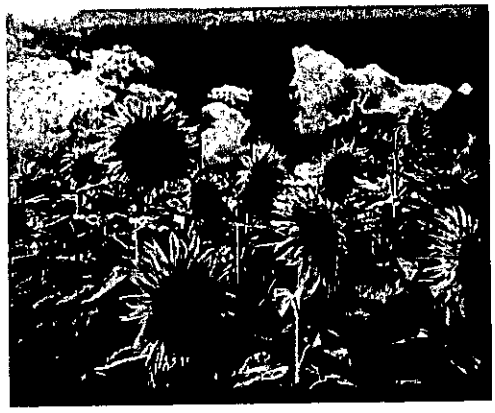
- Only 24% of ND high school graduates are prepared for college. Research indicates that academic and career assessment and counseling from pre-school through post-secondary education could help students enhance their academic achievement by linking classroom studies to future choices.[2]

- 47% of ND students meet ACT college readiness standards in Math
  31% of ND students meet ACT college readiness standards in Science[2]

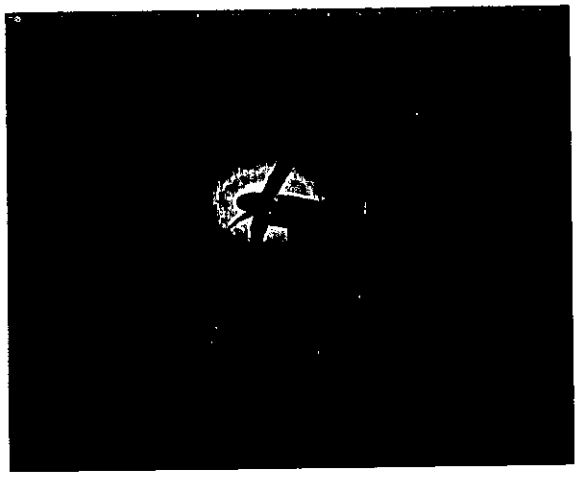
[1]Redefining College Readiness, Educational Policy Improvement Center, March 2007
[2]2009 ACT College Readiness Report
[3]ACT 2007 Research (Rigor at Risk)
[4]2010-2020 Strategic Plan for Economic Development

NORTH DAKOTA JOBS AND ECONOMIC GROWTH[4]

Research points to several key steps policy makers can take to strengthen science, technology, engineering and math (STEM) education, which are critical if we are to meet the high-demand needs of North Dakota's future workforce and prepare our students to compete in a global economy.



North Dakota's economic growth in advanced manufacturing, technology-based businesses, value-added agriculture, tourism and energy, provide good opportunities to retain and attract young people to the state. Although North Dakota is producing an educated and skilled workforce, we are not graduating enough students with training in science, technology, engineering or math to meet the requirements of future high demand jobs. Projected labor shortages tell us that we need to improve post-secondary education and training by supporting college and work preparation at the K-12 level.



- ENERGY
- TOURISM
- TECHNOLOGY
- ADVANCED MANUFACTURING
- VALUE-ADDED AGRICULTURE

Entrepreneurship: North Dakota has recognized entrepreneurial thinking as critical to enhancing economic development and ensuring a vibrant future for the state. Efforts are underway to accelerate innovation and entrepreneurship in targeted industries and emerging technologies by supporting the continued development of a statewide network of entrepreneurial resources.

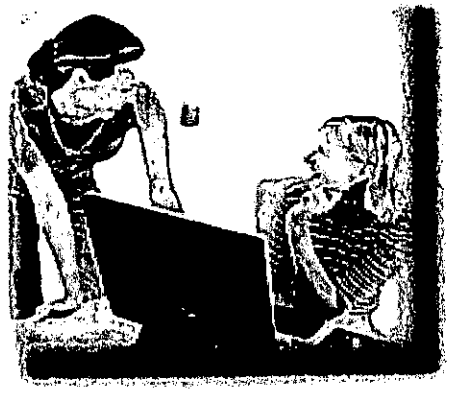
Resources: North Dakota has developed excellent resources to assist students transition from high school to college or work, whether they

- have a strong entrepreneurial spirit and desire to be a "free agent" or to operate a "cottage" business and
- wish to pursue a technical career, or an academic career.

Students can get North Dakota information on FINANCING EDUCATION, EDUCATION AND TRAINING, and EMPLOYMENT about career choices by connecting to

- ✔ Career Outlook 2010 – 2011 **http://www.nd.gov/CTE**
- ✔ Job Service North Dakota **http://www.jobsnd.com**
- ✔ ND Academic and Career and Technical Scholarship Programs **http://www.dpi.state.nd.us/resources/act**
- ✔ NDUS.edu **http://www.ndus.edu/**
- ✔ RUReadyND.com **http://www.RUReadyND.com**
- ✔ InnovateND.com **http://www.InnovateND.com**

QUALITY EDUCATION = STUDENT SUCCESS = ECONOMIC PROSPERITY



n SB 2013
tions Committee

by Steve Snow
Director of Management Information Systems
701-328-2189

attachment # 9A

n	Feb	Mar	Apr	May	Jun	Average	Estimated
440.00	1,155.00	3,135.00	825.00	1,017.50	1,347.50	2,037.29	2,200.00
28,372.50	23,787.50	18,655.00	12,797.50	14,265.00	7,672.50	14,075.21	2,500.00
547.50	877.50	202.50	397.50	90.00	652.50	2,151.17	2,600.00
0.00	30,965.00	43,610.00	27,880.00	16,405.00	23,737.50	11,883.13	5,000.00
502.50	830.00	547.50	412.50	112.50	307.50	952.96	1,000.00
19,215.00	14,740.00	5,720.00	11,740.00	4,537.50	4,317.50	5,253.96	2,700.00
						Monthly Estimate	16,000.00
						Months	24
						Sub Total	384,000.00

n	Feb	Mar	Apr	May	Jun	Average	Estimated
2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00
2,770.00	2,770.00	2,770.00	2,770.00	2,770.00	2,770.00	2,770.00	2,770.00
2,750.00	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00
						Monthly Estimate	8,320.00
						Months	24
						Sub Total	199,680.00

	Feb	Mar	Apr	May	Jun	Average	Estimated
800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00
1,700.00	1,700.00	1,700.00	1,700.00	1,700.00	1,700.00	1,700.00	1,700.00
2,250.00	2,250.00	2,250.00	2,250.00	2,250.00	2,250.00	2,250.00	2,250.00
						Monthly Estimate	4,750.00
						Months	24
						Sub Total	414,000.00

n	Feb	Mar	Apr	May	Jun	Average	Estimated
2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
						Monthly Estimate	7,500.00
						Months	24
						Sub Total	180,000.00
						Total	877,680.00

Department of Public Instruction
March 2011

Item	Jul	Aug	Sep	Oct	Nov	Dec	J
STARS	605.00	1,457.50	2,530.00	8,635.00	192.50	3,107.50	
Foundation Aid (maintenance)	4,550.00	14,685.00	16,797.50	1,375.00	2,535.00	23,410.00	
Foundation Aid (ITD charges)	1,972.50	4,668.30	6,095.70	7,447.50	1,665.00	1,237.50	
Mainframe (maintenance)	0.00	0.00	0.00	0.00	0.00	0.00	
Mainframe (ITD charges)	1,912.50	1,275.00	810.00	742.50	594.00	3,389.00	
Scholarship (Dev / Maint)	0.00	0.00	0.00	0.00	0.00	2,777.50	

Item	Jul	Aug	Sep	Oct	Nov	Dec	J
EDFacts (stimulus requirements)	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	
EDFacts (ESEA reauthorization)	2,770.00	2,770.00	2,770.00	2,770.00	2,770.00	2,770.00	
EDFacts (maintenance)	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00	

Item	Jul	Aug	Sep	Oct	Nov	Dec	J
Linkages between K12 Systems	800.00	800.00	800.00	800.00	800.00	800.00	
Linkages to outside agencies	1,700.00	1,700.00	1,700.00	1,700.00	1,700.00	1,700.00	
Linkages to NDUS / Work Force	2,250.00	2,250.00	2,250.00	2,250.00	2,250.00	2,250.00	

Item	Jul	Aug	Sep	Oct	Nov	Dec	J
Approval / Accreditation changes	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	
Other Ed Commission changes	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	

SB 2013
Department of Public Inst
3/16/11
attachment #9

Testimony on SB 2013
House Appropriations Committee
March 2011

by Steve Snow,
Director of Management Information Systems
701-328-2189
Department of Public Instruction

- STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. We are also on the second year of maintaining a web-based scholarship application. All systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data.
  Based on the previous biennium, we estimate this will total **$384K**.
- STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including the common assessments used by the districts, ACT and WorkKeys results and granular course data.
  Based on the previous biennium, we estimate this will total **$200K**.
- In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored.
  Based on the previous biennium, we estimate this will total **$114K**.
- We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations.
  Based on the previous biennium, we estimate this will total **$180K**.

SB 2013
Department of Public Instruction
3/16/11
attachment # 10

TESTIMONY ON SB 2013

HOUSE APPROPRIATIONS COMMITTEE

Greg Gallagher

Department of Public Instruction

March 15, 2011

Mr. Chairman and Members of the House Appropriations Education and Environment Subcommittee:

I am Greg Gallagher, Director of Standards and Achievement, within the Department of Public Instruction (DPI). I am here to present background information regarding four optional adjustments to the DPI 2011-13 budget, including (1) the state assessment and accountability system, (2) the state's language arts (writing) achievement standards, (3) the implementation of the state's forthcoming mathematics and English language arts standards, and (4) the revision of the state's foreign language and arts content standards.

I. Administration of North Dakota State Assessment and Accountability System

The state's assessment and accountability system includes (1) the development and maintenance of the state's academic content standards in English language arts, mathematics, and science; (2) the development and administration of the state's various 72 state assessments; and (3) the compilation and dissemination of multiple accountability reports for each school, school district, and the state.

The current 2009-2011 biennial funding for the state assessment and accountability system totals approximately $8.3 million, which consists of approximately $6.9 million federal funds and $1.4 million state funds. The DPI has submitted an optional adjustment request for the 2011-13 biennium of an additional $2,373,900 in state general funds, which would place funding levels at approximately $6.9 million federal funds and $3.78 million state funds, for a total of $10.68 million combined funds.

Since the submission of the DPI budget in August 2010, the DPI has worked with primary contractors to lower the cost of certain components within the state's general assessment program based on altered program needs. These savings amount to $308,340. The effect of these savings reduces the DPI's optional adjustment request to $2,065,560. The DPI respectfully requests that the House Appropriations Committee fully fund this optional adjustment. A failure to fund these activities would equate to a lowering of the level of participation of the state's education stakeholders and reduced

flexibility to meet forthcoming accountability demands. The political component to ensuring validity and reliability within the state's education system is a critical matter, which should concern all and which demands sufficient attention and funding.

A 2009-10 survey conducted by the Council of Chief State School Officers, a nonpartisan, nationwide, nonprofit organization of public officials who head departments of education in the states, reports that North Dakota has the lowest contract cost assessment system in the nation. The state accountability system provides great value to the state at a relatively low cost. The cost efficiencies built into the state's system are commendable; nevertheless, activities as important as ensuring a quality educational accountability system do require the proper investment of funds. We have reached a point where additional funding is required.

The state's assessment system closely tracks or highly correlates on student average annual gain when compared with the National Assessment of Educational Progress (NAEP), the Nation's pre-eminent assessment system. A 2010 study conducted by the Center on Education Policy, a national, independent advocacy organization for public education, identified the North Dakota State Assessment as closely tracking to the NAEP regarding sensitivity to student achievement trending. This finding testifies to the design, alignment, equating, and quality controls built into the state assessments by its committees of state educators, nationally-recognized technical advisors, and contractors. The state's assessment and accountability system produces an excellent product, especially for the cost.

The state's assessment and accountability system has also demonstrated the desired effect of influencing teacher- and school-level behavior by advancing the teaching of the state's content standards. The North Dakota Curriculum Initiative, which is administered through the NDSU School of Education, and the Mid-continent Research for Education and Learning (McREL) have collaborated to conduct an ongoing study of the consequences of the state's accountability system. This study indicates that teachers and administrators have moved steadily to incorporate the state's content standards into curricular and instructional practices. Teacher and administrators also identify the state's assessments as important measures of student performance against these state standards. The adage "What gets tested gets taught" does appear to be grounded in practice. The state's accountability system does form the foundation of the state's educational efforts by defining its expectations.

I have presented to the House Appropriations Committee Chairman a copy of the annual performance report for the state assessment and accountability system, as required under NDCC 15.1-21-10, which was presented to the Interim Education Committee on October 12, 2010. This lengthy report provides to the committee a comprehensive overview regarding the standing of the state assessment and accountability system.

The DPI's optional adjustment request is required to supplement current federal and state funding, which provide the resources to advance the state's following responsibilities, which are not ranked by degree of importance:

1. The development and maintenance of rigorous content standards in English language arts, mathematics, and science;
2. The development and operational use of achievement level descriptors and cut score achievement standards that define the state's expectations for academic proficiency;
3. The development and administration of the state's 72 separate assessments in grades 3-8 and 11, based on the prescribed subject matter for the general population of students and for students with various levels of disability;
4. The preparation of rigorous external peer review submissions to ensure that the state's assessment and accountability system is both valid and reliable;
5. The development and administration of contracts with various external assessment-specialist vendors and technical advisors to ensure the proper administration of all aspects of a valid and reliable assessment system;
6. The generation and analysis of various technical manuals that provide evidence regarding the efficient and proper functioning of the accountability system's operations according to stringent technical standards;
7. The establishment and administration of proper accommodations and modifications procedures that ensure an appropriate manner of classroom instruction and test administration for all students, especially students with special needs;
8. The compilation, generation, and public reporting of student academic achievement based on established proficiency definitions for every student, school, school district, and the state;
9. The analysis and public reporting of detailed student achievement patterns for individual student remediation and overall school improvement;

10. The collection, compilation, analysis, and public reporting of individualized adequate yearly progress reports and comprehensive profile reports, based on established rules, for every school, school district, and the state;
11. The proper management and quality control validation of numerous data files in preparation for extensive data analysis;
12. The active participation of hundreds of statewide education stakeholders in the development, validation, and administration of various accountability activities;
13. The participation in and analysis of various multi-state consortia, including the national Common Core State Standards and assessment consortia, to advance efficient, researched-based accountability efforts;
14. The compilation and validation of performance audits based on school and school district performance against established program standards;
15. The provision of direct technical assistance and specialized report generation for individual schools, school districts, associations, and interested individuals;
16. The provision of technical assistance and program and policy data supports to various state agencies, the legislative assembly, the Governor's Office, or other non-governmental entities;
17. The preparation and submission of mandated reports to the U.S. Department of Education or other federal agencies; and
18. The design, development, and implementation of special data analysis requests to serve overall program and policy needs.

I have prepared several graphics that illustrate a limited sample of the products or reports generated within the state's accountability system. The state's accountability system manages literally hundreds of thousands of data points that, when compiled and analyzed, provide a meaningful context to the overall performance of the state's complex education system. The optional adjustments requested by the DPI will allow the state to address these needs. The DPI is prepared to provide whatever additional information might be required by the Subcommittee regarding this optional adjustment. The proposed increase in state general funding will offset the costs associated with recent increases in the administration costs of the state's assessment program, the development costs related to the study and possible adoption of the Common Core State Standards by the state, increased data analysis demands, and the need to anticipate forthcoming changes in national assessment practices.

II. Language Arts (Writing) Standards

The Governor's Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement in writing on future ACT assessments. The DPI supports such an increased emphasis; however, such an emphasis on the ACT occurs late in a student's high school career. The state has the full capacity to advance this emphasis on writing by establishing achievement standards for writing within the North Dakota State Assessment, for grades 3-8 and 11, if the state were only to fund a single, one-time standards setting procedure. Such a procedure has not occurred thus far because of funding limitations. With writing achievement standards established as early as grade three, educators can track and monitor each student's growth in writing skills and then aid them in attaining and securing overall proficiency. If students remain proficient writers, as measured by the state's assessments, they will leave high school both college or career ready. The combination of the ACT and the state assessment in writing will provide corroboration of this achievement trending. This is a solid investment of state funds. The DPI respectfully requests that the House Appropriations Committee fully fund this $310,000 optional adjustment.

III. Mathematics and English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, a multi-stakeholder advisory committee related to future school improvements from national efforts, the Committee recommended that the state provide support to districts and REAs to allow for the managed transition into the state's new content standards in English language arts and mathematics, based on the Common Core State Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. This optional adjustment would allow the DPI to issue $500,000 in grants to school districts and appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the Regional Education Associations, and the State University System) to prepare and conduct various curriculum development activities that would support the longer term roll out and implementation of the state's new content standards. The DPI would also issue $150,000 in grants or contracts to external organizations (e.g., the McREL, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to

provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-12 and the 2012-13 academic years to conduct curricular planning and support training to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model. The DPI respectfully requests that the House Appropriations Committee fully fund this $650,000 optional adjustment.

IV. Foreign Language and the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the Committee recommended that the state revise its current content standards in two separate subject areas, the arts and foreign language, which have not been updated since 2000 and 2001 respectively. The DPI typically updates state content standards within five to seven years, pending available funding. The Department would contract to provide a research-based analysis of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 grant or contract with a vendor to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 grant or contract with a vendor to facilitate the development of the content standards drafts and supporting materials; and (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings. The DPI respectfully requests that the House Appropriations Committee fully fund this optional adjustment for $295,000 per subject area, for a total appropriation of $590,000.

I have attached the following sample illustrations of how funding the state's assessment and accountability system results in meaningful value to the state's overall educational efforts. I will provide extemporaneous narrative regarding purpose and impact of the following sample products:

Attachment A: North Dakota State Achievement Descriptors, Mathematics, Grades 7-8;
Attachment B: Sample Student Growth Projection Report, Mathematics;
Attachment C: North Dakota State Assessment Achievement Summary, Subgroup Report, Mathematics, 2008-10;
Attachment D: North Dakota State Assessment Comparative District Achievement Report, Mathematics, 2009-10;

Attachment E: North Dakota Highly Qualified Teacher Report, Teacher Experience by Subject Matter and School Size, 2009-10;

Comprehensive School and School District Profiles can be accessed at the following DPI web address: http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm.

Mr. Chairman, this completes my presentation regarding the DPI's specified optional adjustments. I am available to answer any questions from the Subcommittee. Thank you.

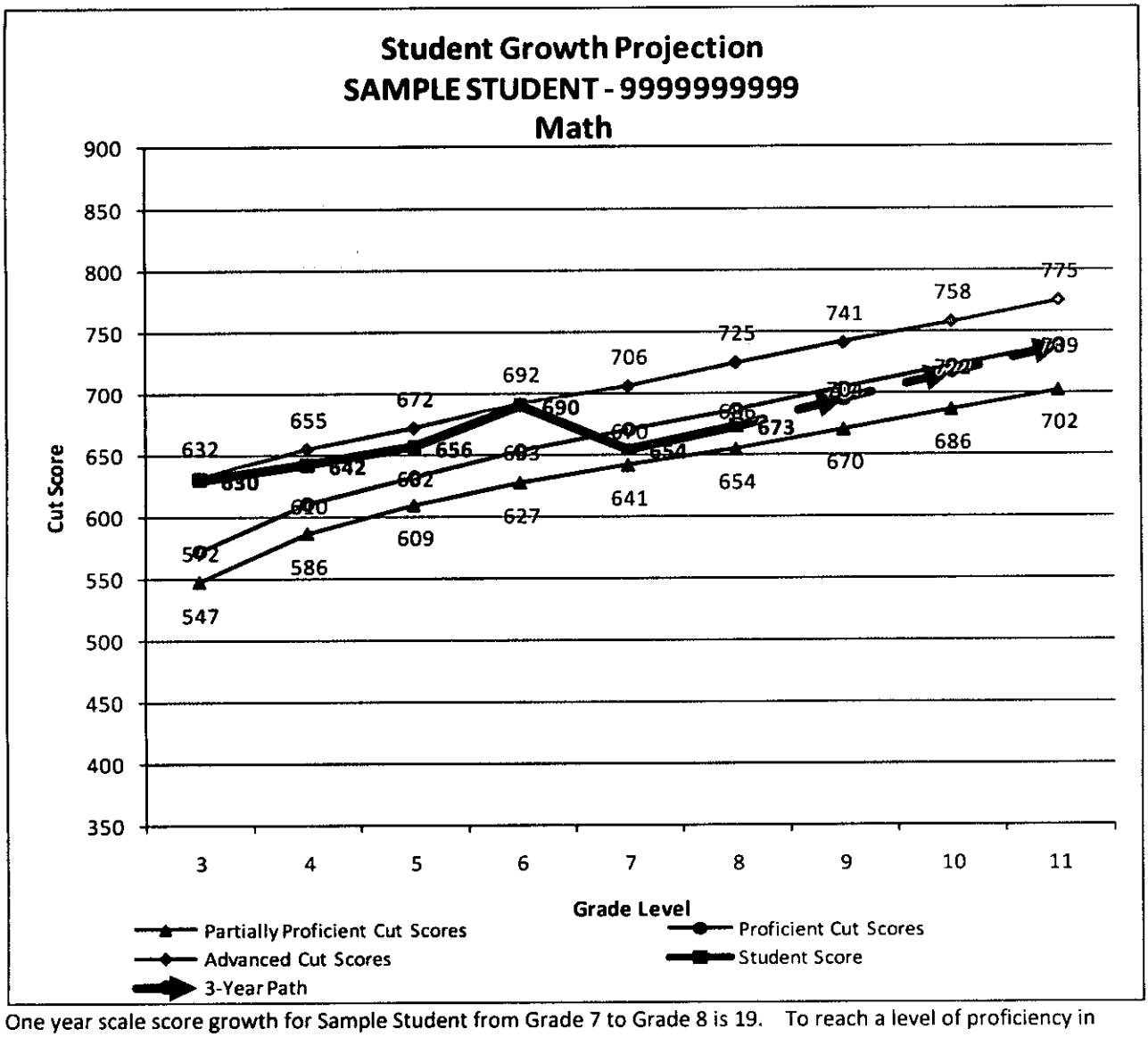
Attachment A

North Dakota State Achievement Descriptors, Mathematics, Grades 7-8

Achievement Level	Achievement Level Descriptors: Mathematics Grade 7
Novice	Students estimate whole numbers; add decimals with same place value; identify line symmetry; interpret simple graphs; recognize & extend numeric and geometric patterns; transfer data to bar graphs and circle graphs; count units to find area; use tables to solve problems; formulate number sentences to solve problems; determine probability on spinner.
Partially Proficient	Students divide whole numbers by 1-digit divisors; classify polygons; count and subtract money in real-world contexts; determine divisibility; identify factors; find equivalent forms of fractions and decimals; use estimation as a problem-solving strategy; compare, order, and subtract decimals; recognize similar figures; justify predictions based on probability; interpret tables; draw conclusions based on data; balance equations using a model; read thermometers and compare temperatures.
Proficient	Students multiply and divide decimals and fractions; calculate percents; use order of operations; use problem-solving strategies and verify results; calculate mean (average); recognize congruent figures; model rotations, reflections, and translations; plot and identify points on coordinate plane; classify angles; apply formula for angles of triangle; find perimeter; express probability as a ratio; measure standard and metric units accurately; use scale to find distance; solve algebraic equations; use variables to represent properties of addition and subtraction.
Advanced	Students solve multistep problems with fractions and decimals; name ordered pairs; visualize and determine volume; estimate weight; calculate area; explain methods to solve real-world problems; use formulas to convert units of measurement; write equations to represent real-world situations; measure accurately to nearest 1/8 inch.

Achievement Level	Achievement Level Descriptors: Mathematics Grade 8
Novice	Students add, subtract, and multiply with regrouping and with decimals; estimate and compare decimal sums; extract information from graphs; represent percents in circle graphs; estimate data points on line graphs; calculate elapsed time; use logic to deduce linked relationships; express single event probabilities as fractions; use basic operations, rounding, and vocabulary to solve real-world problems; compare place values to evaluate an inequality; write algebraic equations to represent word problems.
Partially Proficient	Students convert standard numerals to expanded notation; multiply fractions and mixed numbers; apply order of operations with exponents; apply spatial reasoning and calculations to visualize 3-dimensional figures and identify results of transformations; use correct terminology to identify parts of geometric figures including lines and angles; use multistep computational skills to group data; compare rates of change in line graphs; interpret statistical data including mean, median, mode, and range; identify appropriate units of measurement; analyze and extend patterns.
Proficient	Students write and solve algebraic equations and inequalities; use least common multiple and inverse operations; identify prime numbers and perfect squares; divide fractions; estimate rates; draw transformations on coordinate plane; identify parallel and perpendicular lines and symmetry; graph data; make inferences from graphs; compare data using mean, median, mode, and range; measure and use scale factors, ratios, and proportions; determine scale units; solve problems using ratios and proportions; find area of irregular shapes; find surface area of solids.
Advanced	Students solve multistep real-world problems using algebra; apply commutative, associative, and distributive properties to determine order of operations; name vertices of a transformed geometric figure on a coordinate plane; apply formulas to find missing measures of geometric figures.

Attachment B



One year scale score growth for Sample Student from Grade 7 to Grade 8 is 19. To reach a level of proficiency in three years, the student must achieve an average scale score growth of 22 during each of the following three years. The actual one year growth rate is lower than the rate that must be maintained to achieve a level of proficiency.

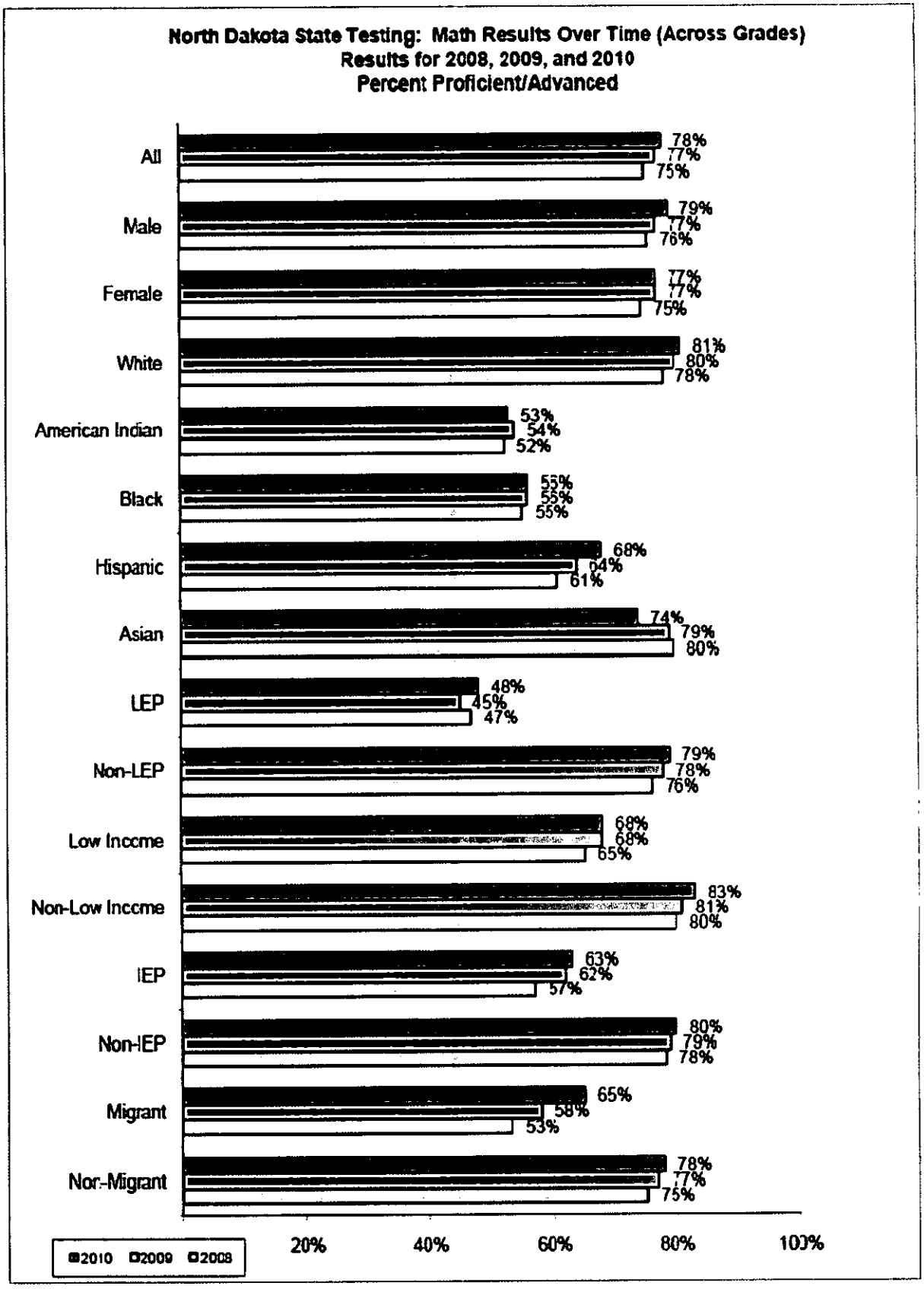
Student: Sample Student
Current District: 00-000 ABC 000 (OK-12)
Current School: 00-000-0000 ABC Public School (0712)

Grade	Math				North Dakota State Assessment Information	
	Student Score	Achievement Level	Percentile Score	3-Year Path	Date	School Attended
3	630	P	77		Fall '04	ABC Public School
4	642	P	62		Fall '05	ABC Public School
5	656	P	49		Fall '06	ABC Public School
6	690	P	68		Fall '07	ABC Public School
7	654	PP	10		Fall '08	ABC Public School
8	673	PP	16	673	Fall '09	ABC Public School
9				695		
10				717		
11				739		

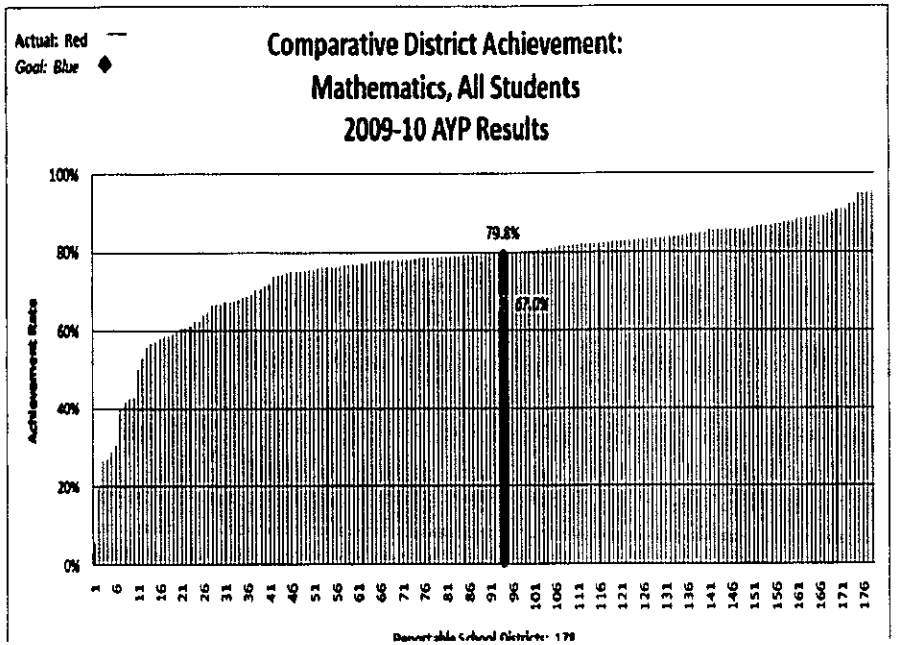
Growth from fall 2008 to fall 2009 = 57

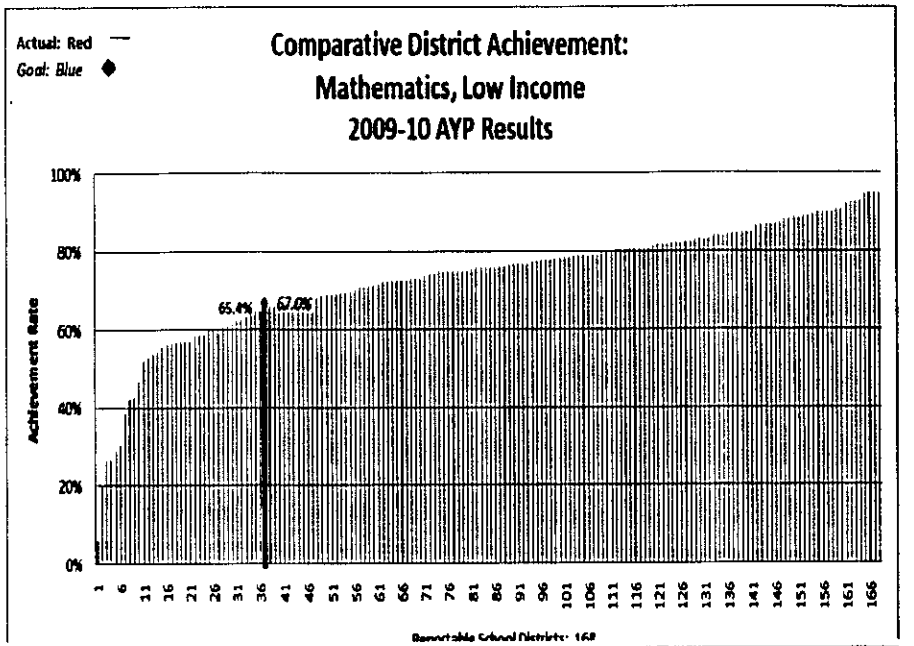
Attachment C

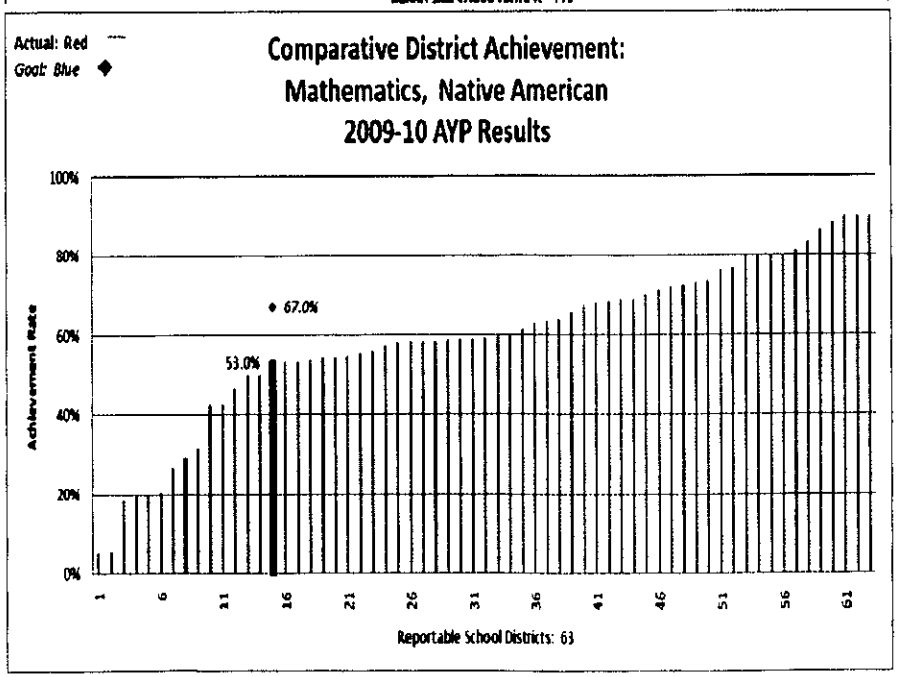
North Dakota State Assessment Achievement Summary, Subgroup Report, Mathematics

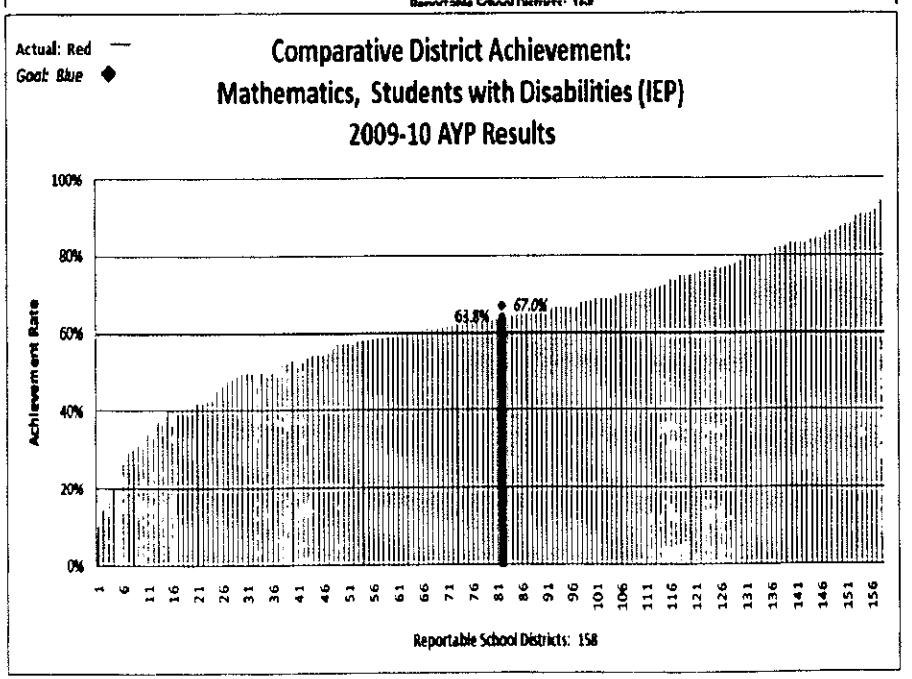


Attachment D: NDSA Comparative District Achievement Report (K-12)









Attachment E

North Dakota Highly Qualified Teacher Report, Teacher Experience by Subject Matter and School Size

North Dakota Department of Public Instruction
Highly Qualified Teachers 2009-10

TABLE 12: Percent of Core Courses Taught by Teachers with a Given Level of Experience
Results by School Enrollment and School Subject Area

	Elementary Schools											
	<100 Students				100-250 Students				251-500 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	672	20.83%	19.94%	59.23%	977	16.48%	22.11%	61.41%	877	18.47%	19.61%	61.92%
Mathematics	557	21.18%	17.24%	61.58%	834	14.15%	20.62%	65.23%	799	16.02%	18.90%	65.08%
Science	519	23.70%	16.96%	59.34%	791	16.18%	20.61%	63.21%	803	17.81%	21.17%	61.02%
Foreign Language	27	3.70%	18.52%	77.78%	12	0.00%	0.00%	100.00%	46	26.09%	73.91%	0.00%
Social Studies	636	23.27%	17.45%	59.28%	946	15.33%	21.46%	63.21%	939	15.55%	18.74%	65.71%
Arts	920	23.04%	17.50%	59.46%	1,472	16.37%	15.90%	67.73%	1,931	15.12%	23.20%	61.68%
Total	3,331	22.28%	17.86%	59.86%	5,032	15.76%	19.63%	64.61%	5,395	16.37%	21.33%	62.30%
	Secondary Schools											
	<100 Students				100-250 Students				251-500 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	640	15.00%	19.69%	65.31%	1,072	20.43%	17.26%	62.31%	537	8.19%	20.11%	71.69%
Mathematics	562	17.97%	17.08%	64.95%	799	19.40%	17.90%	62.70%	389	8.23%	23.65%	68.12%
Science	514	19.07%	21.01%	59.92%	783	25.16%	20.82%	54.02%	367	23.98%	6.81%	69.21%
Foreign Language	75	2.67%	21.33%	76.00%	129	8.53%	0.08%	90.70%	153	3.92%	20.92%	75.16%
Social Studies[4]	615	28.46%	19.02%	52.52%	932	20.39%	28.22%	51.39%	439	8.20%	24.37%	67.43%
Arts	517	19.92%	12.38%	67.70%	791	18.08%	24.02%	57.90%	450	16.89%	22.67%	60.44%
Total	2,923	19.67%	18.03%	62.30%	4,506	20.31%	20.97%	58.72%	2,335	12.08%	19.96%	67.97%

	Elementary Schools							
	501-1000 Students				>1000 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	300	15.00%	24.00%	61.00%	N/A			
Mathematics	285	14.74%	23.16%	62.11%	N/A			
Science	279	13.98%	25.81%	60.22%	N/A			
Foreign Language	17	0.00%	100.00%	0.00%	N/A			
Social Studies	329	14.59%	20.67%	64.74%	N/A			
Arts	716	20.81%	26.40%	52.79%	N/A			
Total	1,926	16.77%	25.13%	58.10%	N/A			
	Secondary Schools							
	501-1000 Students				>1000 Students			
Subject	Number	New[1]	Intermediate[2]	Experienced[3]	Number	New[1]	Intermediate[2]	Experienced[3]
Reading/Language Arts	1,273	19.25%	28.20%	52.55%	964	18.46%	29.98%	51.56%
Mathematics	896	16.07%	21.99%	61.94%	758	18.87%	24.01%	57.12%
Science	892	16.14%	21.19%	62.67%	720	10.69%	26.94%	62.36%
Foreign Language	367	22.62%	19.62%	57.77%	442	11.54%	31.45%	57.01%
Social Studies[4]	1,093	15.92%	29.19%	54.89%	754	18.70%	25.73%	55.57%
Arts	1,244	13.34%	23.71%	62.94%	528	20.45%	9.28%	70.27%
Total	5,765	16.58%	24.82%	58.59%	4,166	16.75%	25.13%	58.11%

[1]Teachers with "New" level of experience are those with 0-3 years of teaching experience.

[2]Teachers with "Intermediate" level of experience are those with 4-10 years of teaching experience.

[3]Teachers with "Experienced" level of experience are those with 11 or more years of teaching experience.

[4]Social Studies includes civics, government, economics, history, geography.

SB 2013
Department of Public Instruction
3/16/11
Attachment #1

SB 2013 TESTIMONY
House Appropriation & House Education Committee
March 16, 2011
Valerie Fischer, Director of Adult Education
328.4138
Department of Public Instruction

Chairs Skarpohl and Kelsch, members of the House Appropriation subcommittee & House Education Committee - I'm Valerie Fischer, Director of Adult Education and Director of School Health for the Department of Public Instruction. I am here to provide information regarding the Department's budget request of $1,800,000 in funding for Adult Education, to be granted to the 17 local Adult Learning Centers, for the 2011 – 2013 biennium.

The purpose of Adult Education programs is to promote and support programs that help adults over the age of 16 obtain the basic academic and educational skills they need to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; to obtain the educational skills necessary to become full partners in the educational development of their children; and in the completion of a secondary school education.

Adult Learning Centers provides instruction to assist adults to master the basic educational skills needed for effective functioning in society and to speak, read, and write English. Instruction is also provided to prepare for the GED test. Reading, math, communication, computer literacy and other basic skills, English Language skills, workplace education, and GED instruction services are available in each of North Dakota's Adult Learning Centers.

Adult Education continues to serve approximately 2400 students per year; our success rate for a very voluntary audience has been exemplary – 72% received their GED; 70% enrolled in post secondary programs; 65% secured employment; 72% retained /improved their employment status; and 85% increased skill levels (duplicated counts). Remember, the GED is a stringent series of five (5) content exams that 40% of high school seniors nationally cannot pass on the first attempt. North Dakota is nationally ranked in the top five states for adult education performance – a ranking we've worked hard to earn and one we intend to keep. But we need

your help. There is not a sufficient funding stream to cover the cost of adult education in North Dakota. We must rely on a greater base of state funding other than federal dollars which continue to diminish. The tremendous obligation and opportunity we have to educate North Dakota citizens is the state's responsibility.

Additional state funding will be used specifically to

- address the critical needs of waiting lists for students to receive services; never should any student, regardless of age or circumstance, have to wait to receive a public education;
- meet the increased demands for one-on-one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction;
- offer flexible schedules to best meet the needs of students who typically cannot attend classes between 8 am and 5 pm. The Centers want to accommodate students who are employed, have family responsibilities and other commitments by providing flexible scheduling. At this time, most Centers cannot afford to offer classes on Friday, evenings or Saturday; no summer schedules are offered; and many Centers lack funding to provide services through the standard school year. This past summer, our closed doors prohibited over **400** students from registering for and receiving services.

The second component of the appropriation request will allow DPI to develop satellite centers in geographic areas of need. Students travel considerable distances to receive services and issues of child care, travel options and expenses, work and family schedules are often complications. Our plan includes collaboration with school districts to provide additional sites where rural services are not available. Communities such as Rugby, Linton, Garrison, Bowman and Bottineau have expressed interest and need in serving as a satellite center. If we can fund 12-18 satellite centers, we have the capability to serve an estimated **900** additional students currently living in rural areas, alleviating the need and expense to travel for services.

North Dakota's adult New American population and the number accessing the adult education system have doubled since 2007; 661 adults over the age of 18 relocated to North Dakota. As a result of their inability to speak English and their desire to become US citizens, they generally all seek ALC services. This past year saw family clusters settling in rural communities in addition to the traditional metro areas to meet the state's employment needs. The attention required to

address these unique needs significantly increases instructional time and often requires one-on-one instruction.

This year, North Dakota will spend $9817 on each school age student – a raise from $8937 last year; but only **$720** on each individual attending an Adult Learning Center. These statistics speak for themselves to demonstrate the inequity in funding to educate students under 21 that by law are entitled to a free education, even though they may have chosen to leave high school before graduating. Of the 2400 students served last year, 76.1% were under the age of 24; **60% were under the age of 21**. Our success rate demonstrates our commitment to quality education and our knowledge of what the adult learner needs. Adult education has earned respect in the work arena and serves as a viable and strong partner in workforce development, post secondary attainment and personal commitment. Having proven our academic standing, it's only reasonable that students attending the Adult Learning Centers are entitled equal opportunity and access to funding. Last session, Adult Education received a biennial increase in state funding of only $795,000.

What does it take to be a literate citizen and get a good job – the kind that pays enough to support a family? Once, the answer might have been little more than a strong back and a strong work ethic. Today, however, the American economy has changed. High school dropouts who once could earn enough for a middle-class life now find themselves trapped in poverty. To preserve its economic competitiveness and ensure good lives for its citizens, the US and ND need to focus on an urgent new mission: re-orientating government, business and education around the task of providing education and training to a new kind of student – the adult learner. In the State of the State address, Governor Dalrymple supported a strong economic focus and positioning ND residents to assume workforce demands. Our purpose is strategically a wise investment in the education and workforce of our state and echo's the Governor's strong message and assures his vision. Additionally, the North Dakota Workforce Development Council, comprised of 24 Governor appointed members, including private business, community based groups, and partnering state agencies, advise Governor Dalrymple and the public concerning the nature and extent of workforce and economic development needs in North Dakota and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution,

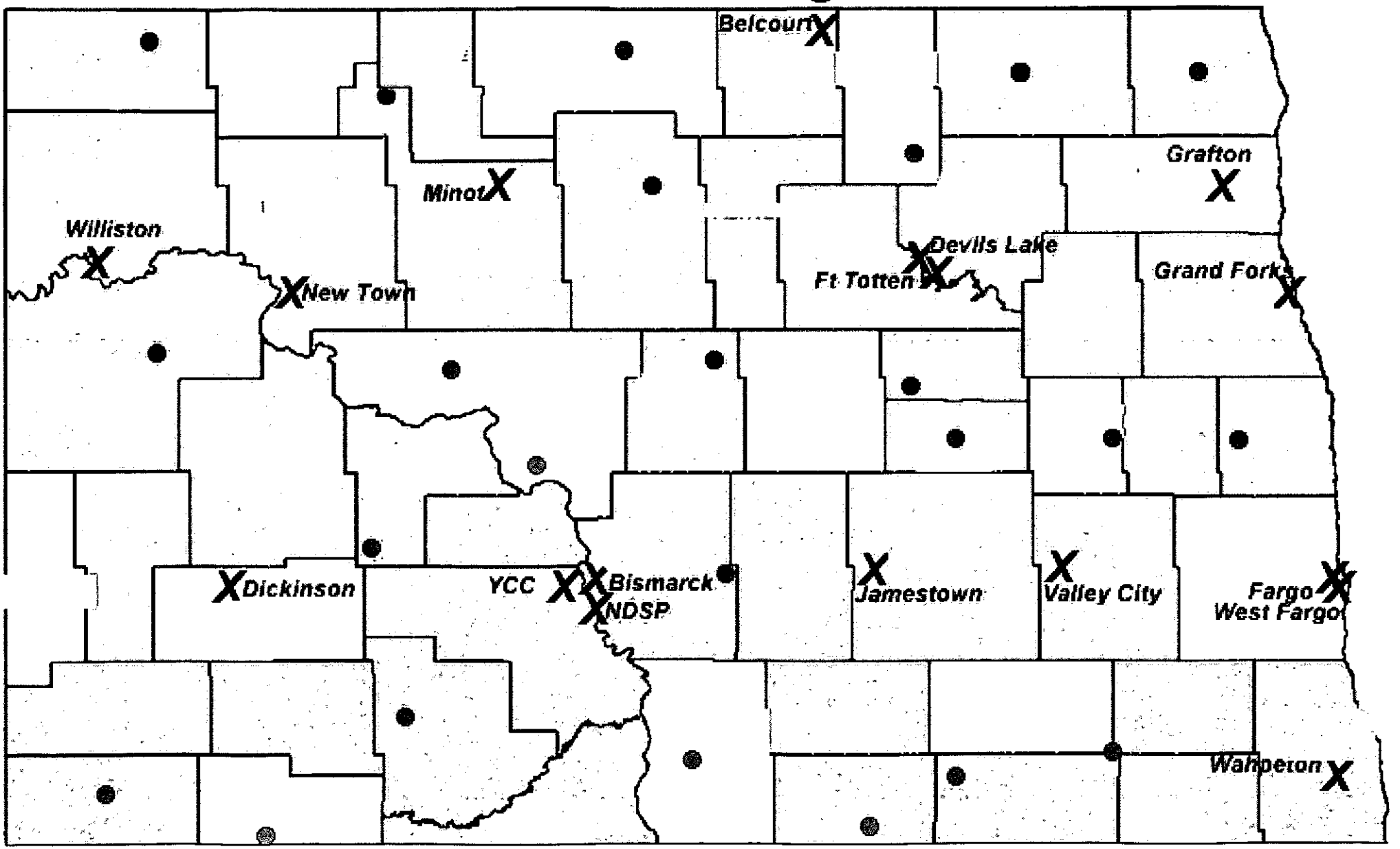
the **ND Workforce Development Council supports the appropriation request for additional funding to support adult education.**

Additionally, students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Service) often have time sensitive plans for remedial education and GED services. These partners rely exclusively on the ALC's to provide this unique service to their recipients. If TANF and Vocational Rehabilitation clients are not educated, they assume their position on the payrolls of the federal and state government; if injured workers are not able to return to work or be retrained, they assume their position on the payroll of WSI; if the unemployed are not given the opportunity to obtain their GED and increase their skills, they too assume their position on the payroll of Job Service. You easily see the pattern –for these audiences, adult education is the gateway between stagnancy and success, between being lifelong program recipients and contributing tax-payers who enjoy the benefits of employment and personal gain. If there were no adult education programs, these systems would quickly become over burdened. Adult Education has become the best ticket in town according to our collaborative state and local partners.

As a state, we have just over 672,000 folks – we are a small state or a large community whichever way you prefer to think of it. According to the 2009 GED statistical report, ND has just over **72,000** residents who do not have a GED or high school diploma (approximately 900 drop out of school annually). During 2009, we served just fewer than 3% or 2400 individuals. Our goal would be to increase that to 5% within 2 years and eventually have the infrastructure and capacity to serve a mere 10% or 7200 students annually.

What we do makes a difference. Our students go on to college. Our students obtain jobs they really want. They often get promoted and keep their jobs. They become independent of the social systems that taxpayers support. Many become citizens and learn our language. But most importantly, they become empowered by education. We cannot meet the current need for educational and related employment services without additional funding which has the opportunity to increase as our enrollment increases. Adult education is a good investment for North Dakota with a strong track record and a wise investment – you will see immediate returns and long term dividends.

ND Adult Learning Centers



North Dakota

Young Entrepreneurs

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

http://ndyoungentrepreneurs.org/

Barry Striegel, Director

701-741-6985

b.striegel@und.edu

Purpose

1. To provide opportunities for North Dakota's K-8 youth to experience *real entrepreneurship*.

2. To teach the skills associated with economic & social success.

2. To instill a sense of ownership.

3. To teach teachers, parents and other community leaders about the benefits of early entrepreneurship education.

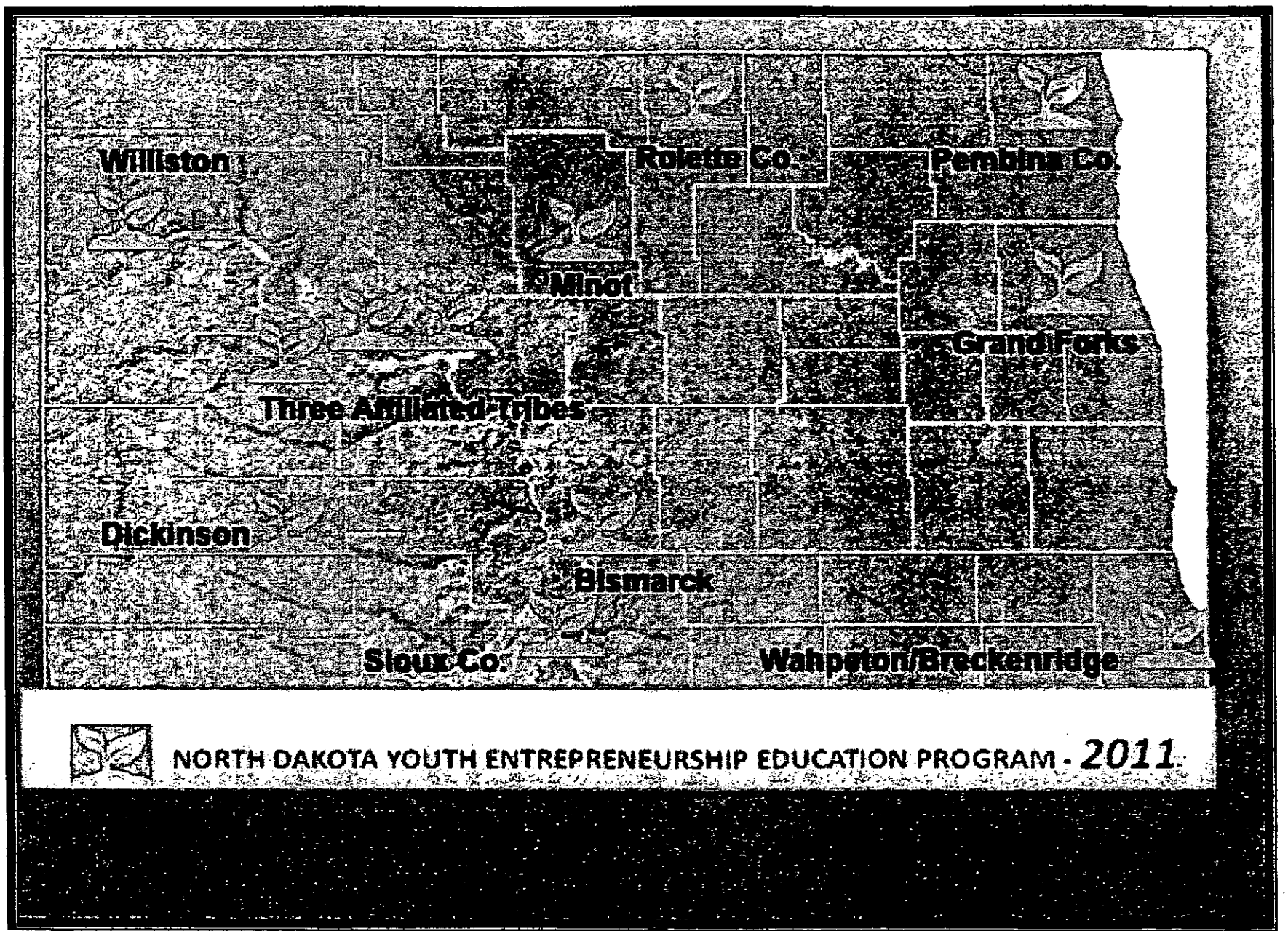
Outcomes

* Entrepreneurship becomes a real career option.

* All participants understand the natural connections between education and personal aspirations.

* Young entrepreneurs become more resilient and self-confident adults.

* Youth and business, education and government leaders form mutually beneficial relationships.


Williston
Rolette Co.
Pembina Co.
Minot
Grand Forks
Three Affiliated Tribes
Dickinson
Bismarck
Sioux Co.
Wahpeton/Breckenridge
NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM - 2011

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

www.ndyoungentrepreneurs.org

SB 2013

2009 appropriation	**$100,000**
2011 Executive budget	**$110,000**
2011 Senate Appropriations Committee	**$120,000**

Why support youth entrepreneurship education?

Building a culture of entrepreneurship is an emerging strategy for ensuring sustainable economic growth and creative community development. Our youth entrepreneurship summer programs are an essential component for North Dakota communities who want to create and sustain their own local "culture of entrepreneurship".

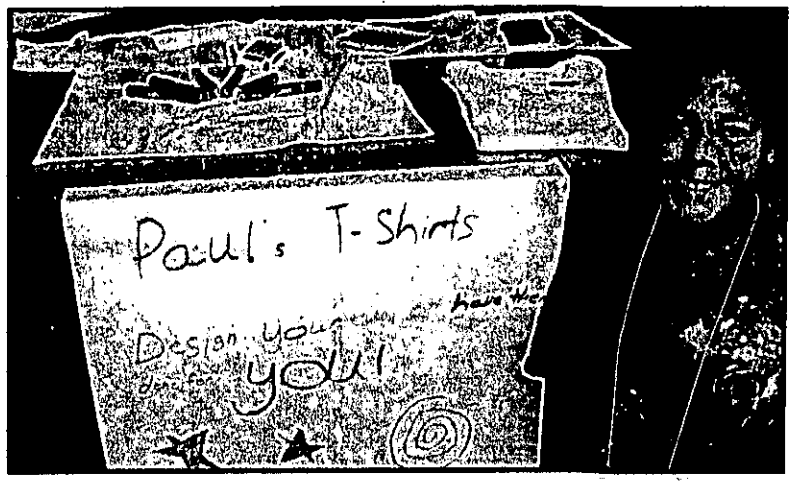
There are 5 sound reasons for supporting youth entrepreneurship education:

1. Customer demand. Parents, youth and teachers want these kind of real-world experiences that prepare youth to be their own boss.
2. Gives all youth a leg up on the ladder to personal self-sufficiency. By keeping the cost to families low, all youth have the chance to participate.
3. Connects youth to local institutions of higher education, to community leaders and the growing young entrepreneur network.
4. Creates community support for entrepreneurship. We are making "entrepreneur" a household word where it's not often heard.
5. Builds entrepreneurial awareness. Youth, their parents & classroom teachers begin to recognize entrepreneurial thinking as a creative way to advance personal and community development.

We are the foundation level of an integrated plan for creating a North Dakota entrepreneurial climate. We are planting seeds of opportunity in the minds of those youth who will become your community's next leaders, successful business owners, innovative employees, good parents and friendly neighbors.

Mini-Society®

Learning by doing is the crucial element in Mini-Society®. Mini-Society citizens, both youth and adults, establish their own real town, open their own real businesses and create their own real money system to facilitate the flow of goods and services. Mini-Society is neither a simulation nor a game. *It is life*.



2011 Summer Program

Grand Forks - UND Center for Innovation	June 6-10
Pembina County - Cavalier High School	June 6 - 10
New Town - New Town Middle School	June 13-17
Parshall - Parshall High School	June 13-17
Williston - Williston State College	June 20-24
Belcourt - Turtle Mt. Community College	June 20-24
Dickinson - DSU-Strom Entrepreneurship Center	June 27-July 1
Wahpeton - ND State College of Science	July 11-15
Minot - MSU-Severson Entrepreneurship Academy	July 18-22
Fort Yates - Sitting Bull College Entrepreneurial Center	July 25-29
Bismarck/Mandan - IDEA Center	August 1-5

2011 Supporters & Sponsors

THE DAKOTA FOUNDATION

UND Center for Innovation

NDSU EXTENSION SERVICE Center for COMMUNITY Vitality

ND Dept. of Public Instruction

North Dakota

North Dakota DEPARTMENT OF COMMERCE

ICB

First Nations Development Institute

Pathways To Prosperity

STROMCENTER FOR ENTREPRENEURSHIP AND INNOVATION

Dickinson STATE UNIVERSITY

BOYS & GIRLS CLUB OF THE THREE AFFILIATED TRIBES

Williston Area Chamber of Commerce

Williston State College

Williston Economic Development

EDC Grand Forks Region Economic Development Corporation

Entrepreneurial Center

Pembina County Job Development Authority

SB 2013
DPI
3/16/11

Handout #1

Pollert, Cheryl J.

From: Renee Paasch [Renee.Paasch@dickinsongov.com]
Sent: Monday, March 14, 2011 12:15 PM
To: Pollert, Cheryl J.
Subject: SB 2013

I would like to offer my support of SB 2013 and encourage a "do pass" vote on this bill.

Renee Paasch
Library Director
Dickinson Area Public Library
139 3rd ST West
Dickinson ND 58601-5147

SB 2013
Department of Public Instruction
3/16/11
Handout # 2

Dear Gentlemen,

My name is David Zimmerman and I am a teacher at the ND School for the Deaf. I have worked at the school for 21 years. I am writing to express my thoughts and concerns about the future of our school.

There has been a lot of discussion regarding the high cost of continuing the education for our deaf students. Recently our high school department was closed. There are rumors now of Devils Lake Public Schools wanting to take control of the school and the education of all of the students who are deaf. This scenario causes me great concern.

I have been deaf since birth. I understand the challenges that confront deaf children when they try to learn a language that they are unable to hear. Their inability to master English (due to their hearing loss) impacts every class that they will take. Lack of language means deaf students are often delayed in acquiring reading, writing and communication skills. I believe that people who can hear have a difficult time understanding the seriousness of this disability and how it impacts deaf students and their ability to learn.

I am concerned about this issue! I ask that you, our legislators, take time to listen to both sides of the story (deaf education teachers vs. regular education teachers) before making decisions that will affect the future education opportunities of our deaf students.

I am available to answer questions regarding my concerns. I may be contacted at the following email address at: zimmermandavid94@yahoo.com

Thank you for your consideration of this matter. David Zimmerman

SB 2013
Department of public Instruction
3/16/11

Handout #3

Skarphol, Bob J.

From: Ashley Jones [akjones_06@hotmail.com]
Sent: Wednesday, March 16, 2011 7:31 AM
To: Hofstad, Curt L.; Johnson, Dennis E.; Oehlke, H. Dave; dmunson@nd.gov; Martinson, Bob W.; Skarphol, Bob J.; Maragos, Andrew G.
Cc: Ashley
Subject: ND School for the Deaf

Good morning Representatives Hofstad, Johnson, Oehlke, Munson, Maragos, Skarphol, and Martinson,

My name is Ashley Jones and I am a Teacher of the Deaf who is currently working in the Devils Lake High School. I have been experiencing the effects of the new transition of this year. When I heard that there were discussions about Mr. Swiontek taking charge of NDSD, I was very shocked. I am begging you to keep NDSD open and under the supervision of Carmen Suminski, not Mr. Swiontek.

To let the Devils Lake High School take over NDSD is a big decision, but a quick transition with a lack of untrained professionals and students is HUGE. Parents also need to be informed of the current intentions of the public schools. The students need to be trained how to use an interpreter, they need to have pre-teaching of concepts with a teacher of the deaf, and they need to learn the expectations of adapting to the mainstream classroom.

If we have untrained students and professionals, the transition will be harder for everyone, parents, teachers, staff, and especially students. Please consider what the parents and their children will go through if another fast transition is made.

Thank you for your time.

Sincerely,

Ashley Jones

SB 2013
Department of public Instruction
3/16/11
Handout #4

North Dakota University System

SB 2013 – Adult Education Support And Interpreter Grant Program

House Appropriations Education and Environment

March 16, 2011

William Goetz, Chancellor

Chairman and members of the House Appropriations Committee, Education and Environment Division I am not able to participate in your hearing today but I did want to provide testimony on two issues in SB 2013 related to student success in the NDUS. The first is DPI's request for resources to serve Adult Learners across the state. To a large extent, North Dakota's future is dependent upon the availability of an educated workforce. The SBHE goal is for North Dakota to have the best educated workforce in the country – that is – the highest percentage of the state's population with an associates or bachelor's degree. With the number of ND high school graduates continuing to decline, an educated workforce must rely to a greater extent on the adult population. The economic future for adults without a GED or high school education is very limited. The majority of jobs at present and in the future require at least some post-secondary education, but adults cannot benefit from post-secondary education until they have completed high school or the GED degree. As you heard in previous testimony, more than 70,000 residents, more than 10% of the state's population, do not have a GED or high school diploma. Busy, working adults need convenient geographic access to basic adult education before they can benefit from post-secondary education. North Dakota should not be in a position of turning ready adults away from education services. The NDUS has partnered with DPI on improving access to adult education across the state. We think the DPI request for additional Adult Education resources deserves strong consideration.

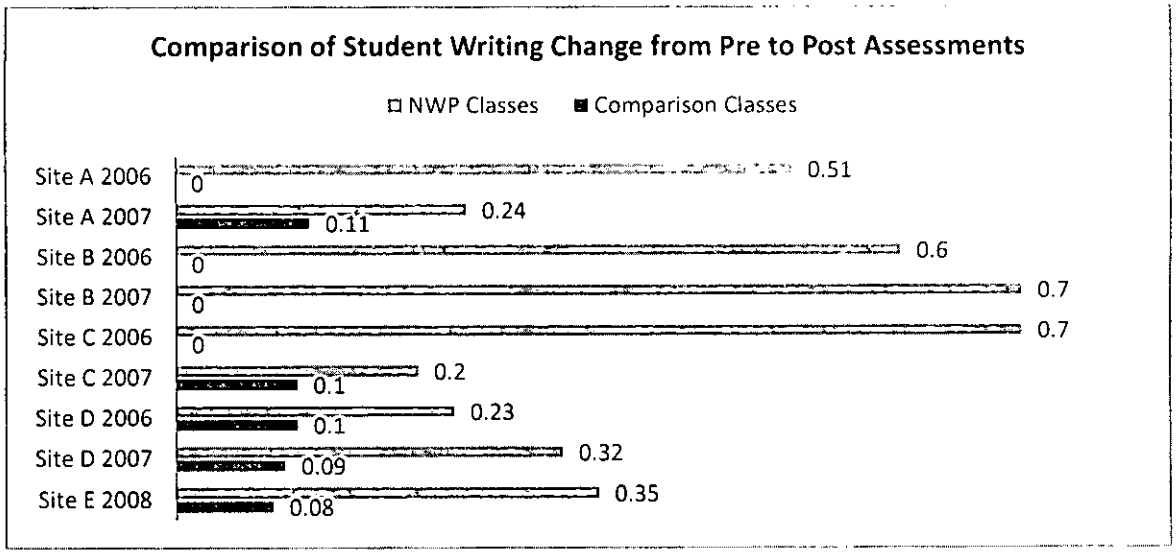
The second issue is the Higher Education Interpreter Grant Program found on Page 3, Line 2 and Page 7, starting at Line 22 in engrossed SB 2013. The Higher Education Interpreter Grant Program provides resources to NDUS institutions for the extra-ordinary costs of providing interpreter and real-time captioning services for students who are deaf or hard of hearing. In recent years there has been an increase in deaf/hard of hearing students enrolling in post-secondary education. We are required and committed to provide reasonable accommodations for students with disabilities. Providing services to deaf students is very "skilled labor" intensive and is very expensive. The number of deaf/hard of hearing students on a campus can vary significantly year to year, making it very difficult to budget. This is particularly challenging for smaller institutions without much budget flexibility. The establishment of a pool of funds at North Dakota School for the Deaf is an efficient way to address the needs of deaf and hard of hearing students attending NDUs institutions and has resulted in more seamless services to students by helping to address the resource challenges NDUS institutions face in serving students with disabilities. In summary, the new program worked well and we encourage your continuing support.

SB 2013
Department of Public Instruction
3/16/11
Handout #5

Red River Valley Writing Project
Request for Funding, 2011-2013

The Red River Valley Writing Project is one of two National Writing Project (NWP) sites in North Dakota. As of FY2012, we receive $47,000 annually in federal funding through NWP. For the FY2012 - FY2013 biennium, we request a continuance of our $70,000/biennium state DPI funding.

NWP's mission is to improve the teaching of writing, K-16 (with a heavy emphasis on K-12). Its model of teacher development is a grassroots model: the most talented K-16 teachers (in all subject areas) attend a four-week summer institute in which they refine their best practices for teaching writing, investigate current research on writing instruction, and develop workshops for other teachers. Through RRVWP's inservice and continuity programs, these teachers share the knowledge they gain with a wider audience of educators. **Independent data shows that the students of teachers who receive NWP site-based training score higher on all criteria of writing assessment, including language conventions**; this and other data on NWP's effectiveness may be found at www.nwp.org/cs/public/print/doc/results.csp:



Our state DPI funding ensures that we secure every dollar of our federal funding and has allowed us to expand our offerings in the Fargo area. We hosted our first summer institute there in 2010 and have begun continuity and inservice efforts in that region through a partnership with NDSU.

Data on Red River Valley Writing Project Teacher Development Programs, FY2009 & FY2010

o Total attendance at programs	1473
o Estimated number of individual educators served	750
o Number of different ND counties served	19
o Total number of programs sponsored	32
o Total number of program hours provided	598
o Number of contact hours	5976
o Federal monies received (FY2009 & FY2010):	$89,000

SB 2013
DPI
3/21/11

Handout # 6

Sandness, Sheila M.

From: Clairmont-Schmidt, Cynthia C.
Sent: Wednesday, March 23, 2011 3:51 PM
To: Sandness, Sheila M.
Subject: Follow-up to 3/21 DPI/State Library House Appropriations hearing

3/23/11
Hi Sheila,
The following information was requested of the State Librarian on Monday morning, 3/21, during the DPI/ State Library hearing by the House Appropriations Committee.
In the last three years with nine grant time periods, only one grant to an academic library, the University of North Dakota library totaling $2,250, was awarded. There are currently three academic library applications under consideration for the current grant period. The awards will take place April 4, and I will email you the results concerning the academic applications. Almost all of the time the grants are given to Public or School libraries. Cindy Clairmont-Schmidt.

Cynthia Clairmont-Schmidt
Assistant State Librarian, N.D. State Library
604 East Boulevard Avenue, Dept. 250
Bismarck, ND 58505-0800
(701) 328-2492
Fax (701) 328-2040
ccclairmont@nd.gov

SB 2013
Department of public Inst. testimony
Handout # 11.9
3/16/11

The Northern Plains Writing Project Fact Sheet

Reform in Teaching Writing. The Writing Project's basic approaches is that the best teachers of writing are WRITERS. You wouldn't sign your child up for piano lessons from a music teacher who didn't play the piano--who taught music theory maybe, but didn't play the piano. The Writing Project is about reforming how writing is taught in the schools. Some methods have been used for decades now and are ineffective in helping students become better writers or even experience the joy of writing. The Writing Project begins with helping teachers experience the joy of writing and of sharing their writing. One of the best things about the project is the Daily Writing Prompt, and teachers often take this back to their students, and after they leave the Writing Project, they tell us how much they miss the Daily Writing Project, so the first hour is spent in writing to a prompt and sharing that writing. Teachers also produce a portfolio, with minimum of 20 pages. That portfolio must include a diversity of writing--creative writing, reflective writing (on your teaching), professional writing, and a writing project of your own choice (memoir, songs, hymns, reflections on a topic that interests you like prayer, the environment, etc.).

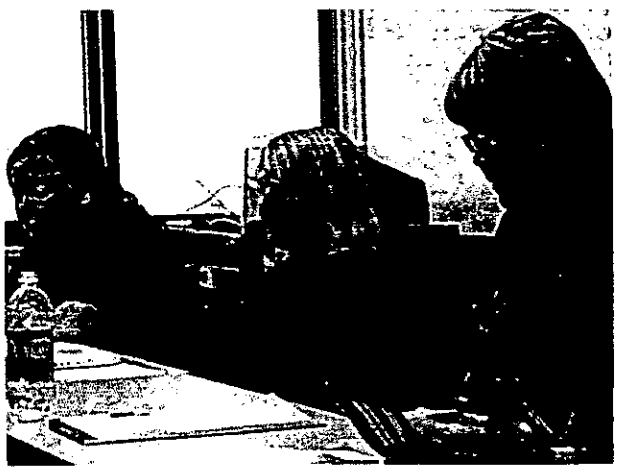
Teachers teaching teachers. The other part basic approach of the Writing Project is teachers teaching teachers. This is not done in afternoon, or even in a day, but teachers give a whole month of their lives, the month of July, so this is real **professional development** because it is EXTENDED. The best person to help you learn about teaching writing is another teacher. What we have teachers do is develop a demonstration, which is really a way of saying a writing lesson. They choose a topic in writing that you want your students to learn, teach the concepts, have an activity for everyone to do, then have them WRITE and share. We give feedback as a whole on that writing lesson--how to improve it or how to adapt it for different subjects and grades. Teachers end up with all of these wonderful writing lessons from everyone in the Institute. Each participant received a **$1,400 stipend + $100** for books, and several receiving **$300** to pay for housing. Federal funding amounts to **$47,000** per year while State Funding is **$83,000** per biennium.

The big NPWP accomplishments for 2010 included holding two Northern Plains Writing Project Summer Institutes, one in Bismarck and one in Minot, 30 hours a week for 4 weeks. Of course, we held our Advanced Institute as well, which we increased to 30 hours a week for 3 weeks. Listed below are other activities: Teachers from 51 counties have experienced NPWP programs.

- In 2009-2010, there were 217 participants in 15 different NPWP events, with 169 of those participants being educators
- A total of 4,198 contact hours was spent in teaching and learning activities
- There was a pool of 24 TCs in NPWP leadership roles
- NWP/NCTE Conference Nov.19-22 in Philadelphia with 6 attending
- NPWP Fall Retreat (September) with 11 attending
- Spring Retreat (April) with 11 attending
- Pre-Institute on June 5 with 23 participants
- **Summer Institute in Minot from July 5-29 with 9 participants**
- **Summer Institute in Bismarck from July 5-29 with 7 participants**
- **Advanced Institute in Minot from July 5-23 with 13 participants**
- NWP Spring Meeting March 25-26 in Washington D.C. with 2 teachers attending
- Young Writers Institutes in Minot, June 1-4 with 9 participants; June 8-11 with 5 participants; and June 14-17 with 12 participants; Young
- Young Writers Institute in Bismarck, June 1-4 with 11 participants
- NPWP Presidents Lunch at MSU with 30 attending; at BSC with 14 attending
- The Advanced/Summer Institute Coffee House with 54 attending.
- NDCTE Presentation by NPWP Teacher Consultants (Aug.1-3)

Northern Plains Writing Project
a Regional and National Network for Professional Development

The ***Northern Plains Writing Project (NPWP)*** is a non-profit professional development network that promotes the *National Writing Project* model of creating learning communities by having "teachers teaching teachers." Our goal is to promote literacy and improve education in North Dakota schools by offering pre-school, elementary, middle school, secondary, and university educators the opportunity to develop effective teaching practices for reading and writing, to discover for themselves the joy of writing, and the best ways to use writing in their classrooms. Teachers also earn graduate credits through courses offered at institutes, workshops, and retreats.



Northern Plains Writing Project

Ron Fischer, Director

TO APPLY: Visit the NPWP Web site

http://www.npwp.org

Call or e-mail Ron Fischer:

701-858-3174 • ron.fischer@minotstateu.edu

Non-Profit Org
U.S. Postage
PAID
Permit No. 13
Minot, ND 58701

Minot State UNIVERSITY

Northern Plains Writing Project (450)
500 University Ave W
Minot, ND 58707

SB 2013
Department of Public Instruction
3/16/11
Handout 9A

Minot State UNIVERSITY

Northern Plains Writing Project

Teachers Teaching Teachers!

2011 Summer Institutes

Pre-Institute:
May 21 and June 4, 2011

Bismarck at BSC: July 5-29, 2011

Minot at MSU: July 5-29, 2011

Advanced Institute at MSU:
July 5-22, 2011

Program PWP Offers

To All Teachers K-16, All Disciplines

Teachers apply for stipends to attend professional development programs offered by the *Northern Plains Writing Project* at **Summer Institutes** held on the BSC Campus in Bismarck and on the MSU Campus in Minot.

Teachers who have attended any Writing Project Summer Institute and desire more professional development may apply for stipends to attend the **Advanced Institute.**

Both Institutes provide graduate credits for the professional development programs. These credits can be applied toward a graduate degree.

Young Writers Institutes

MINOT

May 31-June 3, 2011 (1-4 p.m.)
June 7-10, 2011 (1-4 p.m.)

BISMARCK

May 31-June 3, 2011 (9 a.m.-noon)
June 7-12, 2011 (1-4 p.m.)

The *Northern Plains Writing Project's* ***Young Writers Institute*** gives elementary, middle, and secondary students an opportunity to educate their imaginations and write creatively. Teachers who have participated in NPWP Institutes develop creative projects for students who attend the *Young Writers* workshops.

Credits & Stipends

Institute participants earn six graduate credits for attending the **Summer Institute** and another six graduate credits for attending the **Advanced Institute.** If desired, and if the teacher is accepted into Minot State University's Graduate Program, these 12 credits can be applied to the Master of Education Program as an English Concentration. Institutes are held in both Minot and Bismarck.

Through the National Writing Project, the *Northern Plains Writing Project* receives both federal and state funds that are used to pay for students' tuition and fees — a stipend of $1,300, which includes the cost of instructional materials (books, etc.).

Institute Dates

Pre-Institute: May 21 & June 4, 2011

MINOT

Summer Institute: July 5-29, 2011
Advanced Institute: July 5-22, 2011

BISMARCK

Summer Institute: July 5-29, 2011

Be Involved: Help Others

Teachers Teaching Teachers!

After attending the Summer Institutes, *NPWP* helps teaching fellows bring their teaching and learning activities into educational communities — schools and professional conferences — through demonstrations and in-service workshops. *NPWP's* Continuity Program allows fellows and teachers to atend national workshops and retreats held during the school year and in the summer.

APPLICATION DEADLINE: MAY 2, 2011

SB 2013
Department of Public Instruction
Handout
3/16/11
HB

Thank you Mr. Chairman and Members of the Committee.

My name is Matthew Wallace and I am the Director of the North Dakota Museum of Art's Rural Schools Initiative. The Rural Schools Initiative began in 2003 as a pilot education program for rural areas throughout North Dakota.

Through this program the Museum:

- Works with art councils, volunteers, and community members in the State to find suitable spaces to host an exhibition.
- Delivers, installs, and de-installs exhibitions, free of charge to the host community.
- Train community volunteers on giving tours, exhibition content and supplementary exhibition material.
- NDMOA Education Department creates numerous pages of standardized lesson plans for various school age groups and makes them available on-line.
- Work to bring schools within a 50 – 60-mile radius of the exhibition to the site.
- Provide reimbursements to schools that wish to participate. The Museum reimburses schools .80/mile, $10/hr, up to three hours for a bus driver, and up to $75/day for substitute teacher if one is needed.
- Print 8-page tabloids to advertise the community exhibition and distribute them in weekly newspapers in the region of the exhibition.

The Museum does its best to travel exhibitions that are relevant to rural communities. The first exhibition the Museum toured through The Rural Schools Initiative was *Snow Country Prison: Interned in North Dakota*. This exhibition told the story of German and Japanese nationals interned at Ft. Lincoln. It became apparent early in the tour that there was a real hunger for communities and schools to have the opportunity to participate in learning through the arts. In addition, the exhibition became a community development project, in the sense that community leaders were planning the exhibition around festivals, homecomings and class reunions, etc.

In 2005 the Museum toured a group exhibition titled *Shelterbelts*, an exhibition by three regional artists that examines shelterbelts, the changing landscape and farming practices in the State.

In 2006 the demand for exhibitions was such that the Museum reprinted *Snow Country Prison* in order to get it back into the State. In addition, we started to tour of Self Portraits, a group show of 50 artists making self portraits in various medias, and continued with Shelterbelts.

In 2007 – 08, the Museum was again touring three exhibitions simultaneously. This time we added *Marking the Land: Jim Dow in North Dakota*, an exhibition documenting North Dakota folk art, churches, architecture and the things farmers create in their shops. We also kept *Snow Country Prison* touring in addition to *Self Portraits*.

The Museum has worked with and installed exhibitions in smaller town such as Crosby, Langdon, Cavalier, Stanley, Ellendale and Ft. Yates, and in larger North Dakota cities such as Devils Lake, Fargo, Bismarck, Williston, Wahpeton, Jamestown and Valley City.

Cost increases:

There is no foreseeable end to touring community-relevant exhibitions. Demand continues to rise across the State and specifically, in Western North Dakota. With rising transportation costs an increase is needed to keep exhibition programming up with Statewide demand. In addition, demand is growing for our Artist-in-residence program. As North Dakota has a long history of ceramics, the Museum felt it appropriate to add a ceramic artist-in-residence in 2010. As part of the Rural Schools Initiative the Museum sends an artist into North Dakota schools to perform week-long workshops based on each exhibition. Communities that have hosted a Museum Artist-in-residence include: Jamestown, Pekin, Mcville, Crosby, Lignite, Cavalier, Ellendale, Steele, Mayville, Devils Lake, and Cando.

Available upon request

attachment #9A

In the field of white snow,
I carve for the love
of my own people

—Itaru Ina

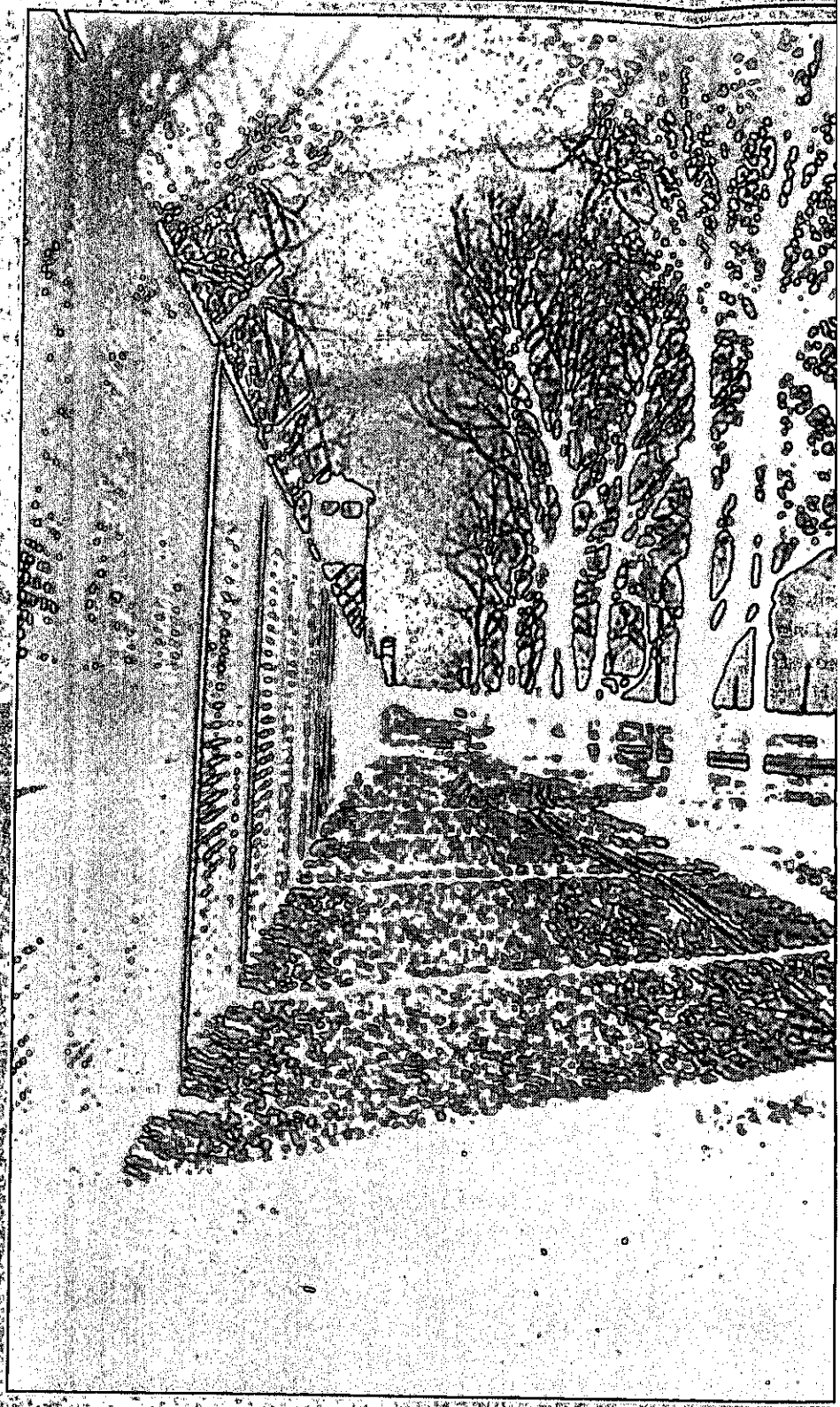
SNOW COUNTRY PRISON

was organized by the
NORTH DAKOTA MUSEUM OF ART
for tour through the Museum's
RURAL ARTS INITIATIVE

The exhibition was curated by
Laurel Reuter, Director
North Dakota Museum of Art
in collaboration with
Marilyn Snyder, Curator of Education,
State Historical Society of North Dakota and
Scott Schaffnit, Outreach Programs Coordinator,
State Historical Society of North Dakota.

Advisors to the project included
Frank Vyzralek, historian and
retired North Dakota State Archivist
John Christgau, author
Satsuki Ina, film producer and daughter
of Itura Ina, former Fort Lincoln internee
Sensei Etsuko Wakayama, calligrapher
United Tribes Technical College Staff

The exhibition tour is underwritten by the
OTTO BREMER FOUNDATION
MET LIFE FOUNDATION
MINNESOTA STATE ARTS BOARD
STATE OF NORTH DAKOTA



SNOW COUNTRY PRISON

Interned in North Dakota

SB 2013 - DPI
3/21/11
attachment #1

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TESTIMONY ON SENATE BILL # 2013

HOUSE APPROPRIATIONS COMMITTEE

March 21, 2011

Hulen E. Bivins
State Librarian
North Dakota State Library

****

Mister Chairman and members of the committee:

My name is Hulen Bivins and I am the State Librarian of North Dakota. I was honored to be selected to this position this past December and I am here today to speak in support of Senate Bill # 2013 in the state's 2011-2013 budget that provides appropriations for the North Dakota State Library as well as support for the many libraries --- public, school, special, and college/university --- in the state.

The library is one of democracy's fundamental institutions. Created by ordinary citizens to empower all people of our society, the library plays a paramount role in the free exchange of information. As the guardian of both freedom of thought and the freedom of speech, the library provides each citizen the opportunity to improve and enrich their individual lives.

Today, we find ourselves at a point in history when libraries must provide the essential pathway for all persons to become full participants in the information age.

Decades ago, Lewis and Clark charted a course in this land; the North Dakota State Library, in similar fashion, charts a course today.

The mission of the State Library of North Dakota is to provide, for all citizens, access to information. To accomplish this mission, the State Library works to fulfill four primary goals: 1) to serve as a leader in the library and information field; 2) develop access to information; 3) promote and advocate library awareness; and, 4) provide library and information resources statewide. All four of these goals lead ultimately to the task to ensure that all North Dakota residents, rich or poor, rural or urban, receive the best possible library service and that the state's citizens are afforded the opportunity to engage in quality lifelong learning --- learning which strengthens the economic health of North Dakota.

The North Dakota State Library works in many ways to fulfill its mission. One way is in the disbursement of State Aid funding to public libraries under a statutory program. This funding serves as the on-ramp of the information age. State dollars combined with local dollars provide for the basic services that must be available --- services like the provision of qualified library workers who serve citizens and families using a basic collection of useful materials. Progress has been made in the availability of these basics but much remains to be done to achieve the total availability of quality library services in all counties of the state and reduce the informational disparities that unfortunately remain as a challenge to overcome. Too many citizens of North Dakota do not have adequate nor minimum library services, nor do they have ready access to library services. As the state continues to strive to provide equity in the availability of a

core collection of accurate and reliable information resources, without regard to the format, the North Dakota State Library will continue to embrace a leadership role.

While the State Library has for many years served as the library for such citizens, the need exists for the locally unserved areas of the state to come in from the cold and enjoy the information age and the warmth of knowledge available. Working to improve the level of state aid support, the North Dakota State Library charts a course to assure that all citizens, especially the K-12 school students who are our leaders of tomorrow, are information literate and experience a high degree of learning that includes both adequate and up-to-date resources and technology. It must be understood and accepted that information literacy is the true basis for the success of North Dakota in this new century.

Making the best use of funding available is extremely important and expected in North Dakota. To accomplish this goal, the State Library partners with other North Dakota libraries by providing a resource sharing program known as the "Online Dakota Information Network" (ODIN) that provides subject specific electronic databases for use by the state's citizens.

This network (ODIN) is an example of how the North Dakota State Library strives to provide equity in the access of a core collection of accurate and reliable information resources. Herein, the State Library works with other entities in South Dakota and Minnesota to maintain annual subscriptions acquired at negotiated prices that are made affordable by the group purchase of three states. Beyond this wealth of resources, the North Dakota State Library also offers a selection of subject specific databases to aid

the intellectual and educational needs of citizens and to support the life's work of the state's citizens. The result of these combined resources is a collection that fulfills the information needs of children to young adults to the working parent and to our retired senior citizens. Additionally, specialized resources of the state's academic libraries are available through interlibrary loan for the purpose of advancing knowledge and improving communities.

Working with the North Dakota Coordinating Council, tremendous progress has been made to link library collections in a statewide catalog of library materials providing statewide inter-library loan capabilities. Progress has also been made to include the collections of all types of libraries in the state into one network collection; presently more than 175 unique library catalogs are connected. Such a collection of catalogs allows for a statewide inter-library loan program that makes library materials in one library's collection available to the library patron (user) of another North Dakota library. This combining of the holdings of all North Dakota libraries enhances the services of all libraries statewide and furthers the possibilities of any in-state library to meet the needs of our citizens quickly and precisely with high-quality, reliable information. As North Dakota's State Library also serves as the administering agency for the federal funds made available under the Library Services and Technology Act (LSTA) to the state, grants can be awarded to libraries to defray the cost of including their collections in the statewide catalog of resources. To accomplish such, the State Library uses a part of the federal funds received to provide grants to libraries and these grants have expanded the state's catalog of library materials. The result is a union (unified) catalog that allows for all libraries to see the collections of other libraries, to ascertain the usefulness of

materials in other locations for the benefit of citizens locally, and to acquire via loan those materials to enhance and fulfill the information needs of the end user. Simply stated, a library user in Williston may make use of the material physically located in the library at Fargo Public without leaving the town of Williston.

Beyond the collections of North Dakota libraries, however, lies a richness of resources that the citizens of North Dakota want and need as well as resources they deserve to have. The connectivity of the collections of other local libraries are made available through the library cooperative known as "WorldCat" that provides accessibility to an international catalog of more than 110 million library holdings --- books and journals, as well as library materials in other formats. As a participant in the "WorldCat" network, the State Library provides the ability for an in-state business to access information about the best practices of their business as conducted in another state, in a Canadian providence, or in another area of the world. This information access is invaluable to North Dakota businesses and industries as they maintain and grown their operations in a fiercely competitive global marketplace.

What is the result of these programs offered by the North Dakota State Library? Simply stated, it is the development of quality library services provided with an economy design --- a design of efficiency to benefit North Dakota's citizens as they travel the information highway in the information age. All of this is accomplished by embracing new technologies, technologies understood and used following a concise, thoughtful examination and a full analysis prior to any unwise, willy-nilly, frivolous expenditure.

But, the State Library of North Dakota does so much more. In cooperation with the National Library Service, the State Library works to insure that North Dakota residents who are unable to use a traditional book because of a physical or visual impairment are given the opportunity to read through the "talking book" program. Herein, exciting changes are taking place as books are being made available in a new digital format. This is the progress of the information age as this special collection moves from a cassette tape format to digital. With the aging of the baby boomer generation, it is anticipated that the need for this specialized service shall increase.

The State Library also diligently strives to assist North Dakota's libraries in the development of library services to their local patrons by providing consultation and professional development opportunities to all library staff. True, more needs to be done in the promotion and coordination of statewide librarian development --- more training, more education, and more sharing of experience with would-be librarians. Further, the State Library must continue to identify and recruit individuals who desire to acquire a quality library education and have the dedication to serve as the librarian/information providers for the next generation of citizens. Certainly, North Dakota cannot allow its citizens to become dependent upon "Google" data to plan the future. This is a task that is embraced by the North Dakota State Library as we, government and citizenry working together, move forward.

Other tasks that await to be addressed are an increased assistance in tutorial learning for the state's student population; the development of library services with a minimum number of service hours in all public libraries of the state; increased emphasis

in collection development in multiple formats; greater support for connectivity projects in the rural areas of the state; and an expansion of technology that provides greater accessibility to librarians who, in the future, are destined to be the information brokers of our society that help each of us to enjoy the quality of life that we so very much desire.

Also, during the next two years, the North Dakota State Library shall be looking for even greater ways to address the needs of the state's governmental units, business concerns, and citizens. In so doing, studies shall be conducted and information gathered to discern the viability that libraries, especially public libraries, in the state may and can: 1) serve as community activity and learning centers; 2) serve as central sources of information about their communities and about community services; 3) partner with other community agencies, institutions, and organizations to improve the quality of life for all their citizens; 4) cooperate with their local governments and associated agencies to assist in the economic development of their communities, and, 5) promote awareness of community services and awareness of the intrinsic value of libraries.

Further, it is believed that libraries shall play a special role to improve educational achievement, assist greater economic development, and provide greater knowledge of health care for all citizens of North Dakota. Therefore, let us come to recognize the library as a center of activity and learning in <u>every</u> North Dakota community while we continue to embrace its historic role as a place for books and tranquility.

NORTH DAKOTA STATE LIBRARY

BASE BUDGET FOR CURRENT SERVICES

Through the years, libraries have shown an amazing ability to be transformed to meet changing needs and have accomplished such by embracing new information technologies. Indeed, libraries have become the vehicle for the delivery of the benefits of those technologies. By providing, as well as coordinating, statewide services and being the catalyst for the availability of information to the libraries of the state, the North Dakota State Library has assured the delivery of information to the state's students, our citizens, our business entities, and our governmental leaders. In this work, the North Dakota State Library has, and has continued to, embrace a leadership role. It is therefore respectfully requested that the Governor's budget for agency services be accepted. The on-going services therein provided are:

1) offering Library Vision grants to connect public and school libraries to the statewide online library catalog that provides both librarians and citizens access to vital information contained in and made available via library catalogs, seven days a week and twenty-four hours per day, this work in addition to providing Library Vision funds to school and public libraries for Internet access grants;

2) providing cataloging services to 58 libraries across North Dakota to add their library catalogs to WorldCat with the overall goal of connecting

libraries and making their collections available to all the citizens of North Dakota via interlibrary loan;

3) working to provide an efficient and systematic approach to interlibrary loan to facilitate the availability of library materials;

4) maintaining an authoritative collection of library resources to answer the questions of both society and industry in a prompt and accurate manner;

5) cooperating through MINITEX with other states to provide the group acquisition of high quality library resources at the lowest cost possible thereby extending the value of the North Dakota dollar for the benefit of North Dakota citizens;

6) facilitating the maintenance and preservation of state publications in the North Dakota state document collection;

7) continuing to recognize the opportunity to serve with audio recordings, citizens who, because of visual or physical impairment, cannot read the conventional book format;

8) providing the opportunity for library personnel, students and teachers, state employees and interested citizens, including business concerns and educational facilities, to receive "hands-on" training in the utilization of the materials and services of the North Dakota State Library;

9) coordinating the disbursement of State Aid to the public libraries of North Dakota in accord with the rules and regulations as set forth by the Legislature of the state;

10) continuing internet and filtering services for 47 public libraries with funding moved from ITD and additional funding provided in the Governor's budget;

11) providing library service to both state employees and North Dakota residents who do not have a local public library while also functioning as a backup library services center for other North Dakota libraries when necessary;

12) working incessantly, as a leader in the embracement of technology, to ferret in behalf of the state's citizens, the best of library materials and use policies to further the expertise and abilities of everyone to face the opportunities and challenges of a new century;

13) working to promote the availability of local public library services and as may be possible assist the local public library in the dissemination of information that informs local are citizens of the informational, educational and entertainment capabilities provided in quality library services; and,

14) accomplishing all of these services with a trained staff who truly deserve to be compensated for their excellence to the full extent that the state itself seeks excellence because to lose their abilities is to eliminate one element in the future success of North Dakota.

Again it is noted, all of the aforementioned services are accomplished to fulfill the mission of the North Dakota State Library which is "to provide access to information." And, while the mission may seem so very simple, it is to be understood, that the achievement of the mission is a task that calls for both dedicated and diligent labor. Such a task is welcomed by the staff of the North Dakota State Library.

STATE AID FOR PUBLIC LIBRARIES

Acknowledgement is given concerning the State Aid funding provided by the North Dakota Legislature in the last budget that has, in proper fashion, been expended to benefit the state's citizens. This body is asked to continue this support.

The proposed Governor's budget provides for an increase of $200,000 in State Aid funding. These new dollars would be used to:

1) purchase materials to be made available to the citizenry of North Dakota through the statewide interlibrary loan program;

2) to update technology to support the interlibrary loan program in the most remote and difficult to serve areas of the state of North Dakota, and;

3) to provide continued access (internet connectivity and filtering) for local citizens to online information, including the online library resources supported by the state's libraries.

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I personally thank you for your time, patience and consideration of my testimony today. I am indeed honored to have had this opportunity --- especially the opportunity to stand today as the State Librarian of North Dakota. With me today are others who would desire the opportunity to provide testimony; I request that you take the time to listen to their views and thoughts. Following their testimony, I would be happy, with the assistance of Cynthia Clairmont-Schmidt, Assistant Director of the North Dakota State Library, to answer any questions you might have regarding the State Library and its proposed budget for 2012 and 2013. With respect, I thank you.

SB 2013
Department of public Instruction
3/21/11
attachment #2

TESTIMONY ON SB2013
House Appropriations Committee
Education and Environment Division

March 16, 2011
Kelly Steckler, NDLA Legislative Chair
North Dakota Library Association
c/o Morton Mandan Public Library
667-5365

Dear Representative Delzer and Members of the Committee:

My name is Kelly Steckler and I am Legislative Chair for the North Dakota Library Association (NDLA). I am also the Director of the Morton Mandan Public Library. I am here in support of SB2013.

At its annual conference in September, the North Dakota Library Association drafted a resolution supporting this bill. It reads:

***WHEREAS**, the North Dakota State Library is requesting a $200,000 increase in its 2011-2013 budget for state aid to public libraries, and*

***WHEREAS**, local public libraries, especially in rural communities, find meeting costs of collection development, of maintenance, of staff, and of computer access difficult,*

***NOW, THEREFORE, BE IT RESOLVED:** that the NDLA membership actively support the State Library's efforts during the 2011 legislative session to secure the additional $200,000 increase for state aid to public libraries to ensure that all North Dakota citizens have access to needed information.*

Public libraries across the state use these dollars to continue to purchase print materials in a variety of formats; provide programming for kids, teens and adults; provide bookmobile services to rural communities; provide computer access; etc. Therefore, every State Aid dollar is essential in the financial plan of each ND library.

Also, the State Library's budget includes interlibrary loan services, Library Vision 2014 grant funds, and access to online library resources. Without this funding, many libraries across ND would be hard-pressed to provide community-specific services for its patrons.

We urge you to support SB2013.

Sincerely,

Kelly Steckler
NDLA Legislative Chair

SB 2013
Department of public Instruction
3/21/11
attachment #3

Library

Bismarck Veterans Memorial Public Library

March 16, 2011

To: House Appropriations Committee/ Education & Environment Division

By: Tom Jones, Library Director 355-1482/ tjones@cdln.info
Bismarck Veterans Memorial Public Library
(serving Bismarck and Burleigh County)

Mr. Chairman and Members of the Committee:

I urge support of SB 2013, which includes funding for the ND State Library and for **State Aid for Public Libraries** , a formula first enacted in 1979. State Aid has pumped significant dollars into our local library support. The Governor has recommended **funding the formula at the 1.5 million dollar level**, which is the amount requested by The ND Library Association.

In Bismarck these dollars are always used for building library collections---- new books (regular print and large print), CDs with music and also with "Talking Books", DVDs, eBooks and Audio eBooks, and special online resources not otherwise available. The total State Aid dollars received in Bismarck for city and county in 2010 was $67,561.00 . With over 7,000 library users through the library each week, these state dollars are important to us. Not only are the new materials we acquire with state dollars available to Bismarck and Burleigh residents but also they are available directly through our local network delivery system to all the libraries and residents in Morton, McLean, Mercer and now Oliver Counties . . . . and also to other libraries throughout the state.

State Aid is extremely important in North Dakota because local support is generally below the national average----which is now over $35 per capita. (the City of Bismarck is about $32; Burleigh County is about $15). State Aid dollars do help us "keep up" with the purchase of needed new resources to meet public demand.

Thank you for consideration.

SB 2013
Department of Public Inst.
3/21/11
attachment #4

TESTIMONY ON (SB #2013)
HOUSE EDUCATION COMMITTEE
HOUSE APPROPRIATIONS COMMITTEE
March 16, 2011

By Lois Myran, Assistant Director-Professional Development
Project Director-NDMILE
701-328-2629
Department of Public Instruction

Chairman Kelsch and members of the House Education Committee and Chairman Skarphol and members of the House Appropriations Committee:

For the record my name is Lois Myran and I am the Assistant Director for Professional Development and Project Director for the North Dakota Moving to Improve Learning for Everyone (NDMILE) with the Department of Public Instruction (DPI). On behalf of the Department I am here to seek funding for the NDMILE Project.

In February 2010 the DPI initiated an online project entitled ND Moving to Improve Learning for Everyone (NDMILE). This nationally developed, federally-funded, researched web-based tool is provided to the state at no cost. This process was selected by DPI as it guides school improvement teams through a continuous cycle of assessment, planning, implementation, and progress-tracking of research-based indicators. It assists school teams in having a clear focus of their assigned responsibilities in their improvement processes and synchronizes their school reform efforts.

The 48 schools which have elected to use the NDMILE process are able to satisfy several Department requirements through the use of this one efficient tool, including the Title I Schoolwide Plan and Program Improvement Plan (both federally required), ND Professional Development Plan (state required), and the Parent Involvement Plan (optional). In the future, the NDMILE has the potential to include other federal and state department reporting requirements to make for a more unified system that includes all units in the DPI. The number of schools using the NDMILE can be increased as funds to support more schools become available.

To ensure success for schools the DPI has assigned each NDMILE school a department contact person who offers technical assistance through the process. In August of ~~2011~~ 2010, the Department contracted hourly with 12 regional Capacity Builders who are available to provide more intense onsite support to the NDMILE schools. While the NDMILE tool is a federally funded process at no cost to the state, the support of the Capacity Builders does require funding at the state level. It is also anticipated that regional support of the NDMILE could be effectively facilitated through the REAs in the future.

The Department is requesting $750,000 for continuing the NDMILE project. As mentioned prior, the Department's experience in introducing this process to the 48 schools is that onsite support by an experienced consultant/ Capacity Builder is

critical to the success of the schools, especially in the initial stage. This has also been the experience of the 12 other states who are using a similar process.

The request includes funding for a total of 25 Capacity Builders to be located in each of the REAs. This would allow the Department to support an additional 50 schools and Capacity Builders. The request includes funding for:

- Professional fees and expenses for the Capacity Builders for on-site support;
- Consultant fees and related expenses for training/professional development for the Capacity Builders, participating schools, and Department staff;
- Meeting and conference expenses for participating schools and Capacity Builders, webpage development, and professional resources related to school improvement; and
- Program management and administrative expenses related to supporting additional schools using the NDMILE.

The two previous legislative sessions have provided funding to establish the foundation for schools by addressing the issues of equity and adequacy. Now the state has another opportunity to build upon this foundation to bring our schools and educators to the next level as has been discussed in SB 2150. Funding initiatives such as the NDMILE will promote changes in ND schools, making a difference for ND students. I urge you to consider funding this NDMILE request.

I have provided a brochure that will provide more details on the NDMILE. This concludes my formal presentation for the NDMILE. If you have any questions I can address them now.

SB 2013
Department of Public Inst. Attachment #1
3/7/11

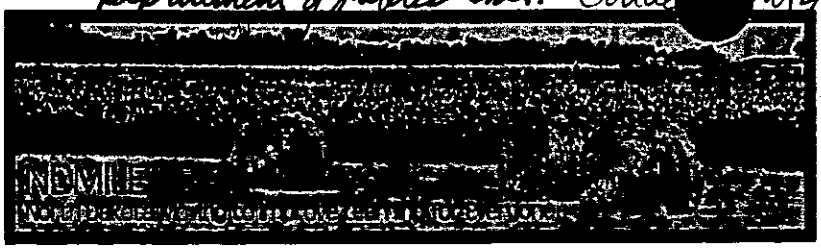
For Additional Information Contact:

Lois Myran
NDMILE Project Director
Department of Public Instruction, 11th Floor
Phone: (701) 328-2629
Fax: (701) 328-2461
Email: lmyran@nd.gov

CENTER ON INNOVATION & IMPROVEMENT
Twin parts to better schools

Center on Innovation & Improvement
121 N Kickapoo Street
Lincoln, IL 62656

Phone: (217) 732-6462
Fax: (217) 732-3696
www.centerii.org



NDMILE

North Dakota
Moving to Improve Learning for Everyone

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Ave, Dept 201
Bismarck ND 58505-0440
www.dpi.state.nd.us

The ND D[redacted]ment of Public Instruction (DPI) initiated a project, called ND Moving to Improve Learning for Everyone (NDMILE). The 48 schools that have elected to use the NDMILE process are able to satisfy several department requirements through the use of this one efficient online tool, including the Title I Schoolwide Plan and Program Improvement Plan (both federally required), ND Professional Development Plan (state required), and the Parent Involvement Plan (optional). In the future, the NDMILE has the potential to include other federal and state department reporting requirements to make for a more unified system that includes all units in the DPI. The number of schools using the NDMILE can be increased as funds to support more schools become available.

The NDMILE is a web-based tool that guides improvement teams through a continuous cycle of assessment, planning, implementation, and progress tracking of research-based indicators. The school teams have a clear focus of their assigned responsibilities and their school reform efforts are synchronized.

Each school has a DPI contact person who offers technical assistance through the process. The DPI has also contracted with 12 regional capacity builders who are available to provide support to the NDMILE schools. To ensure success for schools, the DPI is committed to providing technical assistance and support for schools as they work on the process, which requires funding at the state level. Schools typically need more assistance from the Capacity Builders when they begin the process. In the future, regional support of the NDMILE could be effectively facilitated through the REAs.

The Department worked with the Bureau of Indian Education (BIE) while they developed their tool, Native Star. Native Star is the comparable tool and process used by the BIE schools. The NDMILE indicators and reporting timelines are aligned with those used by the BIE schools. With both entities using similar tools this has been a precedent setting time when the state and BIE education departments are working collaboratively to reduce duplicate reporting historically required by both entities.

FEATURES OF THE NDMILE

- **Innovation.** NDMILE is a web-based framework to guide high-quality work by the school with built-in flexibility to encourage local innovation.

- **Indicator Based.** Indicators are the backbone of NDMILE. School teams assess their current position relative to each NDMILE indicator in the following categories: School Leadership and Decision Making, Curriculum Assessment and Instructional Planning, Classroom Instruction, and School and Community.

- **Research Alignment.** The Wise Ways® tool within the NDMILE links each indicator to a brief summary of related research examples and resources.

- **Capacity.** NDMILE builds the school's capacity by analyzing the effectiveness of their school improvement process.

- **Documentation.** NDMILE provides practical web-based documentation for creating agendas, recording minutes, assigning responsibilities, setting timelines, coaching, and monitoring the degree of implementation.

- **Operational Data.** NDMILE assists schools in gathering operational data including school and classroom practices that contribute to student learning. In order for student performance to improve, the classroom practices must be examined.

- **Electronic Reporting.** NDMILE allows schools to electronically submit required documents to satisfy federal and state requirements.

- **Progress Tracking.** NDMILE provides real time charts and reports that track and display the school's progress for key stakeholders at the building, district, and community levels.

- **Unique to State.** NDMILE is a unique system accessible through the Department of Public Instruction website and aligned with the existing improvement initiatives.

SB 2013
Department of Public Inst.
3/21/11
attachment # 5

REPRESENTATIVE GARY SUKUT TESTIMONY

SB2013

RE: ADULT EDUCATION BUDGET

COMMITTEE CHAIRMAN SKARPHOL AND COMMITTEE MEMBERS, I APPEAR TODAY TO ENCOURAGE SUPPORT FOR THE ADULT EDUCATION BUDGET. THIS PROGRAM OFTEN GETS LOST IN THE SHUFFLE OF EDUCATION FUNDS, TAKING A BACK SEAT ON THE LIST OF PRIORITIES. THE NEED FOR THE SERVICES ADDRESSED BY THE ADULT EDUCATION PROGRAM HAVE INCREASED TREMENDOUSLY IN DISTRICTS 1 & 2 OVER THE PAST TWO YEARS FOR A NUMBER OF REASONS.

1) BUSINESSES AND OIL COMPANIES WANT EMPLOYEES TO HAVE A HIGH SCHOOL DIPLOMA OR GED.
2) MANY ADULTS NEED TO HAVE A GED OR HIGH SCHOOL DIPLOMA TO RETAIN THEIR JOBS.
3) THERE IS A HUGE INCREASE IN NEW ND RESIDENTS. AFTER THEY HAVE ESTABLISHED ND RESIDENCY THEY ARE SEEKING GED SERVICES.
4) THERE IS AN INCREASE IN INJURED WORKERS WHO NEED TO UPDATE THEIR EDUCATIONAL LEVELS FOR RETRAINING.
5) LEGAL IMMIGRANTS ARE ENTERING OUR AREAS TO WORK AND NEED TO LEARN HOW TO BETTER COMMUNICATE AND ACCLIMATE WITHIN OUR AREA.
6) STUDENTS COME FROM NOT ONLY WILLISTON BUT THE ENTIRE NORTHWESTERN CORNER OF ND.

THE ADULT EDUCATION PROGRAM PROVIDES AN OPPORTUNITY FOR MANY WHO DID NOT FINISH THEIR HIGH SCHOOL EDUCATION FOR

WHATEVER REASON, BUT NOW REALIZE THEY NEED A GED IN ORDER TO BE GAINFULLY EMPLOYED. THEY GET OFF THE WELFARE ROLLS AND BECOME A CONTRIBUTOR TO SOCIETY. ONCE THEY ENROLL IN THE ADULT ED PROGRAM, THEY HAVE A PURPOSE AND ARE THERE TO ACHIEVE A GOAL. THEY ARE THERE BECAUSE THEY WANT TO BE.

I HAVE INCLUDED COMPARATIVE ANNUAL INFORMATION FROM THE WILLISTON ADULT EDUCATION CENTER FOR YOUR REVIEW.

THE ADULT EDUCATION PROGRAM PROVIDES A VERY IMPORTANT EDUCATIONAL SERVICE NOT ONLY TO THE WILLISTON AREA BUT TO THE ENTIRE STATE OF ND. I ENCOURAGE THE COMMITTEE TO CONSIDER INCREASING THE AMOUNT PROVIDED BY THE SENATE.

MISTER CHAIRMAN AND COMMITTEE MEMBERS THAT CONCLUDES MY TESTIMONY AND I THANK YOU FOR THIS OPPORTUNITY TO SPEAK ON BEHALF OF THE ADULT EDUCATION PROGRAMS OF ND.

2007 – 2008:

Total Enrolled Students	**50**
Earned the GED Diploma	41
Improved Basic Educational Level	09
English Language Learners	00
Entered Post-Secondary Training (duplicate count)	05
Entered Employment (duplicate count)	03
Retained Employment (duplicate count)	07

2008 – 2009:

Total Enrolled Students	**58**
Earned the GED Diploma	46
Improved Basic Educational Level	10
English Language Learners	01
Entered Post-Secondary Training (duplicate count)	15
Entered Employment (duplicate count)	10
Retained Employment (duplicate count)	03

2009 – 2010:

Total Students	**76**
Earned the GED Diploma	58
Improved Basic Educational Level	17
English Language Learners	01
Entered Post-Secondary Training (duplicate count)	15
Entered Employment (duplicate count)	15
Retained Employment (duplicate count)	16

Total Students enrolled to date: (3-11-11)	**51** have enrolled, **11** more will be enrolled when they meet the attendance guidelines.
Earned the GED Diploma	32 have passed the GED as of 3-11-11. 1 is waiting for his results. 1 needs to finish testing Several more are preparing to test and will be enrolled when they have met the guidelines for enrollment.
Improved Basic Educational Level	9
English Language Learners	7 to date and may have more this spring
Entered Post-Secondary Training (duplicate count)	Follow ups are being conducted
Entered Employment (duplicate count)	1 had a goal of employment. Follow ups on the other students are being conducted
Retained Employment (duplicate count)	Follow ups are being conducted

SB 2013
Dept. of public Instruction
3/21/11
attachment # 6

TESTIMONY on SB 2013
ND House Education and Appropriations Committee
G. David Massey
Assistant State Superintendent & Director of Adult Education (Retired)

Chairs Kelsch and Skarphol and members of the Education and Appropriation Committees. My name is David Massey, Former Assistant State Superintendent & Director of Adult Education for the Department of Public Instruction. I am appearing before you in support of the Adult Education funding line item in the DPI budget proposal. I believe additional funding is merited for this program. Here are some compelling reasons why it deserves your support.

1. Adult Education programs have a proven record of success for over 40 year.
2. These programs have provided a second chance for over 60,000- 80,000 North Dakotans; a chance to be employed, enter a college, and for many to receive additional training.
3. Majority of these graduates stay in North Dakota.
4. It has provided an opportunity for many to enter the Armed Services.
5. Above all Adult Education has saved the State money.

I am sure you have seen the recent headlines in the papers "1 in 4 cannot pass the Armed Services Exam". Unfortunately, the headlines never point out how many actually do pass the exam and how they prepared for it. I don't know why some people do not follow the traditional path to complete their high school education but instead complete their GED with the help of the Adult Education programs. But I do know of three soldiers who just returned from training and active duty after serving in Iraq and Afghanistan. I don't know what would have happened to these three soldiers had they not had the opportunity to earn their GED, enter the service and proudly serve our country. I am glad that the Adult Learning Centers were there when they need help. I cannot tell you exactly how many, over the years have earned their GED and entered the Service. However, I can tell you that when I was with DPI the recruiters were constantly in my office, on weekly basis, to obtain the paperwork for their GED clients.

Not all who leave the traditional route to completing their high school diploma enter the Adult Learning Centers to complete their H/S or GED. Many choose to stay out, many wish to enter the ALCs but cannot because of limited services available in their area or because there are not enough resources available when the demand for service is there. Since limited services are available and they cannot get into the ALC those young people have time on their hands and engage in other activities that some time get them into trouble with the law. Not all but some do end up in our correctional system.

Why do I mention the corrections? My research shows that there is a direct link between illiteracy and adjudication. Nationally, 40- 60 % of those in prisons are illiterate or lack a high school diploma. The cost of housing a person in the prison, on the average, is $27,000/ year. At that rate housing one person in prison for 10 years means minimum of nearly $270,000.

If we can help one individual become literate, get a GED, get a job, get further training, get into college or help them get into the armed services, and keep them out of prison for less than $2000/ year, wouldn't that be better investment and save money in the long run?
A literate person, a productive worker, who makes a living, pays taxes, raises a family in North Dakota is a much better investment than a person who ends up in the prison for which the State has obligation to care for. I think an investment in prevention is more productive than the alternative and I hope you do to.

Considering the cost savings and productive citizens, the best action may be fully-funding the Adult Learning Center delivery system. The funding being requested by the Department is for direct services to the students and not a penny for the State administration. I hope you will give a serious consideration to this request and help fund a program that is has a proven record of helping those who may have fallen by the way side.

I will be happy to answer any question you may have.

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

February 21, 2011

I am please to enclose the report summarizing the work of our North Dakota Professional Development Committee. This twenty-four member committee was appointed by me to fulfill the requirements of ND Century Code Section 13, Chapter 15.1-18.2. The committee began their work in the fall of 2009 and was directed and facilitated by Lois Myran, my Assistant Director of Professional Development.

The report outlines the major accomplishments, activities, and process used by the North Dakota Professional Development committee to obtain baseline data to analyze the status of professional development in North Dakota. Following the requirements of the law, a second and more comprehensive report will be prepared using comparative data prior to the 63rd North Dakota Legislative session.

You will note that portions of the baseline data survey on professional development submitted by North Dakota administrators and teachers are included in the report. We greatly appreciate the professional educators who supported this survey. Complete professional development survey results can be accessed at the link below.

http://blogs.edutech.nodak.edu/professionaldevelopmentnd/?s+PD+Survey+Results

Further questions regarding this report can be directed to Lois Myran, Assistant Director for Professional Development at lmyran@nd.gov or at 701-328-2629.

Sincerely,

Wayne G. Sanstead

Dr. Wayne G. Sanstead
State Superintendent

Please see previous attachment for full view
SB 2013
DPI
3/21/11
attachment #7

#10 optional request
$1M request - not funded by Gov. or Senate

Gov. put $122K into budget so need $878K to fund.
Why didn't he put it in his budget?

NORTH DAKOTA

PROFESSIONAL DEVELOPMENT

REPORT

2011

Lois Myran, Assistant Director

Professional Development

ND Professional Development Advisory Committee

ND DEPARTMENT OF PUBLIC INSTRUCTION

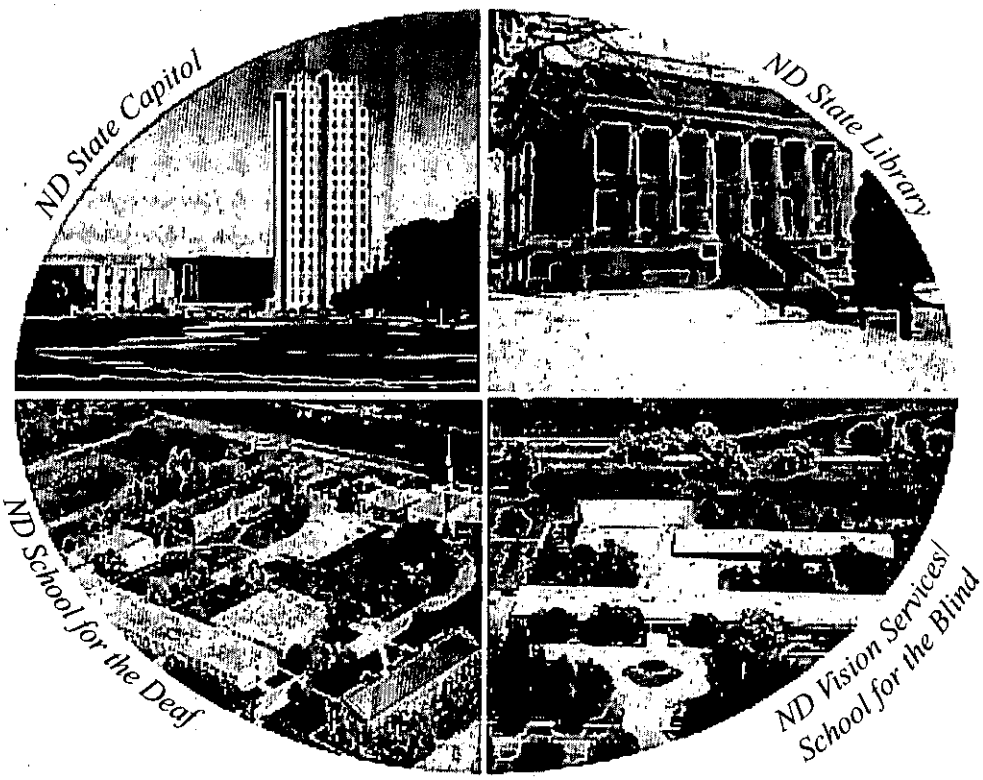
Dr. Wayne G. Sanstead

SB 2013
Department of Public Instruction
attachment #8
3/21/11

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the House Appropriations Committee



March, 2011

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

School for the Deaf – *Carmen Grove Suminski & Michael Loff*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Hulen Bivins & Cindy Clairmont-Schmidt*

Administrative Funding – *Bonnie Miller*

Optional Adjustments (Part I) – *Bonnie Miller*

(1) **General Fund Operating** – *Steph Gullickson*
(2) **General Fund Salary** – *Steph Gullickson*
(3) **MIS – STARS Maintenance/Development** – *Steve Snow*
(4) **State Assessment System** – *Greg Gallagher*
(5) **Language Arts (Writing) Standards** – *Greg Gallagher*
(6) **Math & English Language Arts (Content Standards)** – *Greg Gallagher*
(7) **Foreign Language & the Arts (Standards Revision)** – *Greg Gallagher*
(8) **Adult Education – Adult Learning Centers** – *Valerie Fischer*
(9) **NDMILE** – *Lois Myran*
(10) **Professional Development Program** – *Lois Myran*

Special Education Services – *Gary Gronberg*

Demographics & School Organization Update – *Jerry Coleman & Bob Marthaller*

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Pass-Through Grants (Part II) – *Bonnie Miller*

(11) North Dakota Museum of Art – *Matt Wallace*
(12) Red River Valley Writing Project – *Kim Donehower*
(13) We the People Program – *Donna Person*
(14) Young Entrepeneur Education Program – *Barry Striegel*
(15) North Central Council of School Television – *Bev Pearson*
(16) Governor's School – *Lonnie Hass*
(17) Northern Plains Writing Project – *Ron Fischer*
(18) Teacher Center Network – *Deb Sisco*
(19) Education Standards & Practices Board – *Janet Welk*
(20) Education Standards & Practices Board – *Janet Welk*
(21) ND LEAD Consortium – *Jim Stenhjem*
(22) North Dakota Early Learning Council – *Kim Mertz*
(23) Atlantik-Brucke – *Jon Martinson*

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 2011

DEPARTMENT OF PUBLIC INSTRUCTION

INDEX

Funding Analysis ..... *Page 1*

Current FTE's ..... *Page 4*

Federal Grant Funding ..... *Page 7*

Federal Grant Descriptions ..... *Page 9*

Optional Request Summary (DPI) ..... *Page 17*

General Operating Fund ..... *Page 18*

Optional Request Narrative (DPI) ..... *Page 19*

Optional Request Summary (Pass-Through Grants) ..... *Page 29*

Optional Request Narrative (Pass-Through Grants) ..... *Page 30*

Special Education Services ..... *Page 37*

ND K-12 2010-11 Statistics ..... *Page 40*

Regional Education Associations 2010-11 ..... *Page 41*

ND Public K-12 Enrollment ..... *Page 42*

K-12 Public School Enrollment Cohorts ..... *Page 43*

Public School Enrollment by County ..... *Page 44*

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

		1	2	3	4	5		6	
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE		2011-2013 SENATE VERSION	
1	**FTE Employees**	**99.75**	**99.75**	**99.75**	**99.75**	**99.75**		**99.75**	
	Operations:								
2	Salaries & Wages	$ 13,654,455.00	$ 13,654,455.00	$ -	$ 14,409,300.00	$ 754,845.00	1	$ **14,409,300.00**	
3	Operating Expenses	$ 31,270,801.00	$ 31,270,801.00	$ -	$ 29,651,187.00	$ (1,619,614.00)	2	$ **29,751,187.00**	b
4	Capital Assets	$ -	$ -	$ -	$ -	$ -		$ -	
5	**Total**	**$44,925,256.00**	**$44,925,256.00**	**$ -**	**$ 44,060,487.00**	**$ (864,769.00)**		**$ 44,160,487.00**	
	Funding Sources:								
6	General Fund	**$ 8,065,211.00**	**$ 8,065,211.00**	$ -	**$ 10,566,762.00**	**$ 2,501,551.00**		$ 10,566,762.00	
7	Federal Funds	**$ 35,794,642.00**	**$ 35,794,642.00**	$ -	**$ 32,432,116.00**	**$ (3,362,526.00)**		$ 32,432,116.00	
8	Other Funds	**$ 1,065,403.00**	**$ 1,065,403.00**	$ -	**$ 1,061,609.00**	**$ (3,794.00)**		$ 1,161,609.00	
	Grants:								
	State								
9	State School Aid	$ 808,370,295.00	$ 808,370,295.00	$ -	$ 919,459,478.00	$ 111,089,183.00		$ 919,459,478.00	
10	Grants - Supplemental One-Time	$ 85,644,337.00	$ 85,644,337.00	$ -	$ -	$ (85,644,337.00)		$ -	
11	Supplemental Operations Grants	$ 16,795,584.00	$ 16,795,584.00	$ -	$ -	$ (16,795,584.00)		$ -	
12	Mill Levy Reductions	$ 295,000,000.00	$ 295,000,000.00	$ -	$ 341,790,000.00	$ 46,790,000.00		$ 341,790,000.00	
13	Special Education	$ 15,500,000.00	$ 15,500,000.00	$ -	$ 16,000,000.00	$ 500,000.00		$ 16,000,000.00	
14	Transportation	$ 43,500,000.00	$ 43,500,000.00	$ -	$ 48,500,000.00	$ 5,000,000.00		$ 48,500,000.00	
15	Governor's School	$ 410,000.00	$ 410,000.00	$ -	$ 410,000.00	$ -		$ 410,000.00	
16	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 260,000.00	$ -		$ 260,000.00	
17	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 360,000.00	$ -		$ 360,000.00	
19	Adult Education Matching Funds	$ 1,850,000.00	$ 1,850,000.00	$ -	$ 1,850,000.00	$ -		$ 2,050,000.00	a
20	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ -		$ 1,380,000.00	
21	North Dakota Museum of Art	$ 345,000.00	$ 345,000.00	$ -	$ 360,000.00	$ 15,000.00		$ 380,000.00	a
22	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 83,000.00	$ -		$ 83,000.00	
23	Red River Writing Project	$ 70,000.00	$ 70,000.00	$ -	$ 70,000.00	$ -		$ 75,000.00	a
24	North Central Council for School Television	$ 445,000.00	$ 445,000.00	$ -	$ 445,000.00	$ -		$ 445,000.00	
25	North Dakota Geographic Alliance	$ 226,000.00	$ 226,000.00	$ -	$ -	$ (226,000.00)		$ -	
26	Atlantic Brucke Teacher Exchange	$ 75,000.00	$ 75,000.00	$ -	$ 75,000.00	$ -		$ 75,000.00	
27	We the People	$ 18,000.00	$ 18,000.00	$ -	$ 22,000.00	$ 4,000.00		$ 22,000.00	
28	Young Entrepreneur Education Program	$ 100,000.00	$ 100,000.00	$ -	$ 110,000.00	$ 10,000.00		$ 120,000.00	a
29	General Fund	**$ 1,184,787,879.00**	**$ 1,184,787,879.00**	$ -	**$ 1,331,174,478.00**	**$ 60,742,262.00**		**$ 1,331,409,478.00**	
30									

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

		1	2	3	4	5	6	
		2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	2011-2013 SENATE VERSION	
31	Federal Funds	**$ 390,151,109.00**	**$ 304,536,772.00**	$ -	**$ 293,818,982.00**	**$ (10,717,790.00)**	**$ 293,818,982.00**	
32	Tuition Apportionment	$ 86,300,000.00	$ 86,300,000.00	$ -	$ 101,638,000.00	$ 15,338,000.00	$ 101,638,000.00	
33	Displaced Homemakers	$ 250,000.00	$ 250,000.00	$ -	$ 250,000.00	$ -	$ 250,000.00	
34	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	$ -	**$ 101,888,000.00**	**$ 15,348,000.00**	**$ 101,888,000.00**	
	Funding Sources:							
35	General Fund	**$ 1,098,487,839.00**	**$ 1,098,487,839.00**	**$ -**	**$ -**	**$ (1,098,487,839.00)**	**$ -**	
36	Federal Funds	**$ 390,290,149.00**	**$ 390,290,149.00**	**$ -**	**$ -**	**$ (390,290,149.00)**		0
37	Other Funds	**$ 86,540,000.00**	**$ 86,540,000.00**	**$ -**	**$ 101,878,000.00**	**$ 15,338,000.00**	**$ 101,888,000.00**	
	Special Line Items:							
38	Mentoring Programs	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,300,000.00	$ -	$ -	
39	National Board Certification (ESPB)	$ 500,000.00	$ 500,000.00	$ -	$ -	$ (500,000.00)	$ -	b
41	National Board Certification (ESPB)	$ 102,500.00	$ 102,500.00	$ -	$ 185,000.00	$ 82,500.00	$ 185,000.00	b
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ -	$ 30,000.00	
43	ATCS Review Panel	$ -	$ -	$ -	$ 300,000.00	$ 300,000.00	$ -	c
44	Education Jobs Fund	$ -	$ -	$ -	$ 21,517,716.00	$ 21,517,716.00	$ 21,517,716.00	
45	Alternative Education Program Grants						$ 460,000.00	d
46	**Total**	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 24,332,716.00**	**$ 21,400,216.00**	**$ 22,192,716.00**	
	Funding Sources:							
47	General Fund	**$ 2,932,500.00**	**$ 2,932,500.00**	$ -	**$ 2,815,000.00**	**$ (117,500.00)**	**$ 490,000.00**	
48	Federal Funds	**$ -**	**$ -**	$ -	**$ 21,517,716.00**	**$ (417,500.00)**	**$ 21,517,716.00**	
49	Other Funds	**$ -**	**$ -**	$ -	**$ -**	**$ -**	**$ 185,000.00**	
50	**Total**	**$1,709,336,744**	**$1,623,722,407**	$ -	**$ 24,332,716.00**	**$ (535,000.00)**	**$ 22,192,716.00**	
	Funding Sources:							
51	General Fund	$ 1,109,605,590.00	$ 1,109,605,590.00	$ -	$ 902,064,740.00	$ (207,540,850.00)	$901,613,240	
52	Federal Funds	$ 426,109,646.00	$ 426,109,646.00	$ -	$ 347,768,814.00	$ (78,340,832.00)	$347,768,814	
53	Other Funds	$ 87,611,508.00	$ 87,611,508.00	$ -	$ 444,739,609.00	$ 357,128,101.00	$445,224,609	
54	**Total Funding Source**	**$1,623,326,744**	**$1,623,326,744**	$ -	**$ 1,694,573,163.00**	**$ 71,246,419.00**	**$ 1,694,606,663.00**	

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
March, 2011

	1	2	3	4	5	6
	2009-2011 LEGISLATIVE APPROPRIATION	2009-2011 ESTIMATED EXPENDITURES	2009-2011 EXPENDITURES TO APPROPRIATION VARIANCE	2011-2013 EXECUTIVE RECOMMENDATION	2011-2013 RECOMMENDATION TO 2009-2011 APPROPRIATION VARIANCE	2011-2013 SENATE VERSION

Column 3 - Variance between 2009-2011 appropriation and the 2009-2011 estimated expenditures:
None - All appropriations are estimated to be expended.
Column 5 - Variance between 2011-2013 recommendation and 2009-2011 appropriation

1 Provides employee salary increase & funding change for ND scholarship administration.

2 Removes one time funding items, stimulus funding, & grant funding overstatement.
Provides funding for contracted grant writing expertise, Indian Advisory Council, ITD increases,
& other inflationary increases.

Senate Changes

a Senate increased funding for Rural Art Outreach Program ($20,000), Red River Writing Project ($5000), ND Young Entrepreneur Program ($10,000), and Adult Education Grants ($200,000)

b Senate repealed the national board certification fund and used the $500,000 to fund ESPB mainframe rewrite ($200,000), national board certification state share of testing costs ($185,000) and Work Keys Writing Test ($100,000)

c Senate removed funding for Alternative Teacher Compensation System Review Panel

d Senate added funding for payments to eligible school districts that offer alternative education programs to students in grades six through eight.

One Time Funding Items		2009-2011		2011-2013
IT Application Rewrite & Maintenance	$	500,000.00	$	384,000.00
ESPB Database	$	-	$	200,000.00
National Board Certification Fund	$	500,000.00	$	-
Federal Fiscal Stimulus - School Aid	$	85,644,337.00	$	-
Federal Fiscal Stimulus - Other Grants	$	67,379,051.00	$	-
Geographic Alliance Endowment	$	226,000.00	$	-
Total	**$**	**154,249,388.00**	**$**	**584,000.00**

Current FTEs
December 2010

Superintendent

2.00 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

4.25 Staff are responsible for human resource administration and internal operational functions, including: reception duties, processing of all internal and outgoing mail distribution; and payroll and employee benefit administration; acts as the superintendent's liaison for employment-related issues to the School for the Deaf, Vision Services/School for the Blind and the State Library.

Fiscal Management

1.00 Full time director supervises all operational activities, including fiscal, grants management, the preparation and submission of the biennial budget, printing, mail, human resources, business communications, and procurement.
4.25 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including, internal accounting, preparation of financial statements and various fiscal reports; purchasing, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits.
3.00 Grants Management positions are assigned to Special Education, Child Nutrition, and Federal Title programs.
1.00 The purchasing/procurement officer has been assigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance

2.50 School Finance personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical support and assistance on open enrollment; supervises the school bus transportation program; and provides legislative committees and the office of the governor updated demographic information, enrollment projections and budget forecasts.

School Organization & Special Projects

1.50 Personnel provide technical assistance to schools regarding annexation, reorganization and dissolution procedures; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; serves as liaison to the Regional Education Service Agencies; and foster relationships designed to enhance opportunities for Native American Students.
1.50 Staff develop professional development systems, curriculum, and instructional supports to assist all North Dakota teachers improve classroom instruction; and provide effective instructional practices and access to current research through NDMILE model for school improvement planning.
1.50 Staff implement the K-12 school counselor program with an emphasis on career planning; personnel also administer the 504 program in this unit.

Title I

13.50 This unit provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This unit also supports the activities of Even Start, 21st Century Learning Centers, the Learn and Serve Grants, State Improvement Grant (SIG stimulus grant), Early Reading First, Migrant Program, Homeless and the American Recovery and Reinvestment Act (ARRA).

Standards and Achievement

10.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit. Personnel have been assigned to administer the State ACT Assessment Program. Technology has been assigned to this unit. Federal grants are also allocated through this unit for the student scholarships within the Robert Byrd Scholarship Program.
2.00 Staff members administer the statewide testing program and the federal NAEP testing program.

School Approval and Accreditation

6.50 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, and library media.

Special Education

12.75 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This unit also manages the traineeship grants which are awarded to ND teachers wishing to pursue graduate level retraining in the field of special education. This unit also includes one assistant director to administer the SPD Grant.

Management Information Systems

9.00 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. Personnel are also assigned to work on the development of the K-12 Longitudinal Education Data System. This unit also provides application development and consulting services.
4.00 Positions conduct research and provide data analysis services.

Adult Education and Coordinated School Health

6.75 FTEs support the activities of Adult Education and GED Program, and Coordinated School Health. These grants support twenty GED testing sites, eighteen adult learning centers and also help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.75 Child Nutrition and Food Distribution personnel are responsible for the administration of nine USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2011-2013 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	8,880,537	
10.555	National School Lunch Program	Agriculture	32,223,628	
10.556	Special Milk Program for Children	Agriculture	30,000	
10.558	Child & Adult Care Food Program	Agriculture	22,090,073	417,016
10.559	Summer Food Service for Children	Agriculture	975,830	51,331
10.560	State Administrative Expense for Child Nutrition	Agriculture		2,657,873
10.565	Commodity Supplemental Food Program	Agriculture	382,254	149,808
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,672,000	747,500
10.568	Temporary Emergency Food Assistance	Agriculture	92,849	180,918
10.582	Fresh Fruit and Vegetable Program	Agriculture	2,375,000	426,813
84.002	Adult Basic Education	Education	1,693,000	433,966
84.007	Title I, Part F Comprehensive School Reform	Education	0	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	82,504,038	2,173,513
84.011	Title I Migrant Education	Education	872,728	280,444
84.013	Title I Neglected & Delinquent Children & Youth	Education	149,770	
84.025	Services for Children with Deaf - Blindness	Education	130,000	
84.027	Special Education - IDEA, Part B & State Personnel Development Grant	Education	87,708,797	4,642,532
84.173	Special Education IDEA - Preschool Program	Education	2,563,222	135,338
84.184	Safe & Drug Free Schools & Community Service Grants	Education	0	215,638

Catalog #	Title	U.S. Dept.	Grants	Admin
84.185	Byrd Scholarship Program	Education	205,000	
84.196	Title I Education for Homeless Children	Education	374,234	205,507
84.213	Title I Even Start	Education	479,696	46,713
84.287	Title IV 21ST Century Community Learning Centers	Education	10,857,005	1,122,987
84.298	Title V Innovative Programs	Education	0	0
84.318	Title II D Enhancing Education Through Technology	Education	881,410	183,010
84.357	Early Reading First	Education	0	991,369
84.358	Title VI Part B Rural and Low-Income Schools	Education	95,000	8,548
84.365	Title III English Language Acquisition	Education	717,500	246,946
84.366	Title II Part B Math & Science Partnerships	Education	1,691,786	
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	26,356,274	799,932
84.369	Title VI Part A State Assessment Program	Education		6,555,103
84.372	NDSLEDS	Education		5,783,408
99.003	Nat Coop Educational Statistics (NCES)	Education		94,122
93.576	Refugee Children School Impact Grant	HHS	214,900	59,446
93.938	School Health Programs	Center for Disease	724,012	1,036,865
94.004	Learn & Serve	Corp Nat Comm Service	83,476	7,523
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,193,264
		Total	**$287,024,019**	**$31,920,291**

[1] Estimated federal funding

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

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $8,630,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally, the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

10.560 **State Administrative Expenses for Child Nutrition** **Agriculture**

These funds are provided to state agencies for its administrative expenses in supervising and giving technical assistance to local schools, school districts and institutions in their conduct of Child Nutrition Programs. State agencies that administer the distribution of USDA donated commodities to schools or child or adult care institutions are also provided with State Administrative Expense funds.

10.565 **Commodity Supplemental Food Program** **Agriculture**

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

10.567 **Food Distribution Program on Indian Reservations** **Agriculture**

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568 **Emergency Food Assistance Program** **Agriculture**

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.582 **Fresh Fruit and Vegetable Program** **Agriculture**

Funds are available to reimburse selected low-income public and nonprofit private elementary schools for free fresh fruits and vegetables served to all enrolled children outside of the lunch or breakfast food service periods.

84.002 **Adult Basic Education** **Education**

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the federal monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

84.010 **Title I Basic Grants Improving the Academic Achievement of the Disadvantaged** **Education**

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the State's challenging performance standards. Two percent of the State allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Two percent of the difference between the 2009-2010 and 2008-2009 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, fosters count and census data.

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

84.011 **Title I Migrant Education** **Education**

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds are for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013 **Title I Neglected & Delinquent Children & Youth** **Education**

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.025 **Services for Children with Deaf-Blindness** **Education**

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

84.027 **Special Education Act (IDEA), Part B** **Education**

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more in thirteen categories. In the most recent allocation an amount equal to 87.9% of the total grant amount was distributed to school districts based on the federal formula. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.173 **Special Education IDEA Preschool Program** **Education**

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.185 **Byrd Scholarship Program** **Education**

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

84.186 **Title IV Part A Safe and Drug-Free Schools and Communities** **Education**

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received 4% is used at the state level for technical assistance, 3% is awarded to DPI for administration and 93% is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196 | **Title I Education for Homeless Children and Youth** | **Education**

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.213 | **Title I Even Start** | **Education**

Funds are available to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program helps parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 94% is distributed to school districts, 3% is for technical assistance, and 3% is for administration. The method for allocation of funds is based on a competitive application process.

84.287 | **Title IV 21ST Century Community Learning Centers** | **Education**

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

84.298 **Title V Innovative Programs** **Education**

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

84.318 **Title II D Enhancing Education Through Technology** **Education**

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

84.323 **State Personnel Development Grant** **Education**

Funds to assist the State in personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities. Funds are awarded to universities to conduct university based resident teacher induction programs. Trainee scholarships are awarded to eligible speech language pathologists and to resident teacher trainees.

84.357 **Early Reading First** **Education**

Early Reading First was created to address the growing concern that many of our nation's children begin kindergarten without the necessary foundation to fully benefit from formal school instruction. Funding will aim to improve the school readiness of 360 low-income, ethnically and language-diverse children attending Head Start. Rural areas face numerous challenges to education, including pervasive poverty and unemployment. Approximately 79% of the children in the project area are eligible for free or reduced price lunch and 35% are English learners. Although growing up in rural areas presents a well documented set of educational challenges for young children, including pervasive poverty and limited opportunities, these challenges can be overcome using strategies to ensure that all children who enter school are ready to learn.

84.358 | **Title VI Part B Rural and Low-Income Schools** | **Education**

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

84.365 | **Title III English Language Acquisition** | **Education**

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.366 | **Title II Part B Math and Science Partnerships** | **Education**

Funds are intended to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. A partnership between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty is the conduit used to reach these goals.

84.367 | **Title II Part A Teacher and Principal Training and Recruiting** | **Education**

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

84.369	Title VI Part A State Assessment Program	Education

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

93.576	Refugee Children School Impact Grant	Health & Human Services

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

93.938	School Health Programs	Ctr for Disease

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

94.004	Learn & Serve	Corp Nat'l Community Service

Provides funds for service-learning. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

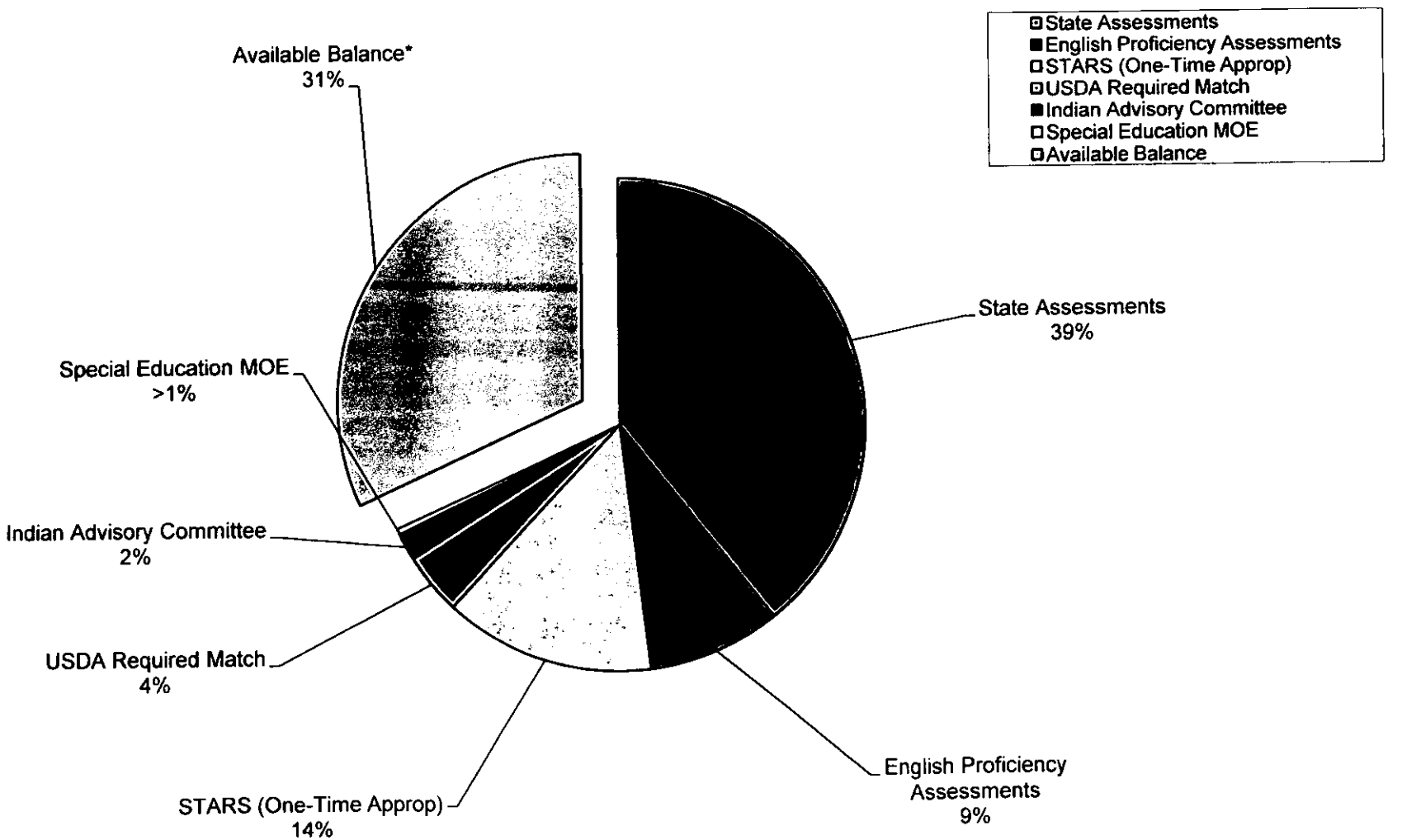
SB 2013 **3/11**

1	2	3	4	5	6	7
PRIORITY	**DEPARTMENT DESCRIPTION**	**2009-11 DEPARTMENT APPROPRIATION (Base Budget)**	**2011-13 DEPARTMENT REQUEST**	**2011-13 EXECUTIVE RECOMMENDATION**	**DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 5 - Column 4)**	**2011-13 SENATE VERSION**
1	General Fund Operating	$3,602,319	$885,880	$551,880	($334,000)	$551,880
2	General Fund Salary	$4,337,836	$76,692	$76,692	$0	$76,692
3	MIS - STARS Maintenance / Development	$0 [1]	$878,000	$384,000	($494,000)	$384,000
4	State Assessment System	$1,417,928	$2,373,900	$763,586	($1,610,314)	$763,586
5	Language Arts (Writing) Standards	$0	$310,000	$0	($310,000)	$0
6	Math & English Language Arts (Content Standards)	$0	$650,000	$0	($650,000)	$0
7	Foreign Language & the Arts (Standards Revision)	$0	$590,000	$0	($590,000)	$0
8	Adult Education - Adult Learning Centers	$1,850,000	$1,800,000	$0	($1,800,000)	$200,000
9	NDMILE	$0	$750,000	$0	($750,000)	$0
10	Professional Development Program	$0	$1,000,000	$0	($1,000,000)	$0
	TOTAL GENERAL FUNDS	**$11,208,083**	**$9,314,472**	**$1,776,158**	**($7,538,314)**	**$1,976,158**

[1] $500,000 - One-Time Funding (2009 -11)

[1] $384,000 - One-Time Funding (2011-13)

DPI General Operating Fund Obligations 2009-2011
Total Available $ 3,602,319.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

DPI 2011-2013 Biennial Budget Optional Requests

1. General Fund Operating Increase

The American Recovery and Reinvestment Act provided significant federal funds to States in competitive grant programs that were designed to encourage and reward the States that are creating conditions for education innovation and reform; achieving significant improvements in student outcomes; and implementing ambitious plans in four core education reform areas. This competitive way of granting federal funds is anticipated to follow through to some of the federal grants the Department has in the past received as formula grants. Because of this shift in methodology of formula grants to competitive grant funding and in order for ND to stay competitive with other states in securing contractors accustomed to working on a national level, we are asking for general funds in the operating line. These general funds will be used to assist DPI in being awarded federal competitive grant funding in lieu of the traditional formula grant funding. Federal regulations prohibit the Department from using our existing federal funds to write grants for a federal program, so general funds are being requested to develop and implement grant writing systems for the increasing number of competitive federal education grants. Using existing contract pricing it is estimated that each competitive grant proposal would cost about $50,000 to write. The Department anticipates writing 5 competitive grants per year @ 50,000 each for a total request of $500,000.

Another initiative in the Department is the North Dakota Indian Education Advisory Council (NDIEAC) that was authorized and funded by the 61st Legislative Assembly. The NDIEAC acts in an advisory capacity on matters such as, but not limited to, Indian student and adult Indian education needs, Indian cultural needs necessary for Indian learners, success for Indian students in schools, and professional development for teachers to promote greater understanding of the needs of Indian learners. Continuance of the NDIEAC is desired by the DPI in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to contract with a facilitator to (1) assist in receiving input and guidance from the various Indian stakeholders; (2) research and analyze the data; and (3) study the issues involved with Indian education in order to better serve the Indian student population. Additional funds of $ 100,000 are necessary to continue and expand the work of the NDIEAC.

Finally, several of the Operating Expenses items in DPI's budget are anticipated to increase. ITD has given agencies estimates on their anticipated increases and DPI will have a significant increase in the ConnectND Hosting Fees along with several other ITD services. Based on DPIs current usage, the ITD charges alone are estimated to increase over $185,880 in the upcoming biennium. In addition to ITD charges, there is anticipated increase in travel costs for Department and Non-Department staff in addition to contracting fees for summer school monitors. Some of the other areas of anticipated

increases in costs include operating fees such as printing, postage, supplies and professional development costs.

The Department hereby requests an additional $ 885,880.00 in General Fund Operating.

2. General Fund Salary Line Increase

HB 1400 mandated statewide ACT or Work Keys testing for all high school juniors. The legislature also created two new North Dakota merit scholarships for graduating seniors. The North Dakota Department of Public Instruction was charged with the responsibility of implementation of the law and oversight of the testing and the scholarship program.

Implementation and administration of the statewide testing and scholarship programs require development of procedures, guidelines, timelines, training, oversight, and frequent communication with all stakeholders (ACT, NDDPI, NDUS, CTE, school administration and staff, parents and students). The application process for the scholarship program involves online application, verification of curricular and grade requirements, verification of graduation, notification of award, acceptance or deferment of award, and coordination with the NDUS for the dispersion of funds. The results from the test administration are collected and used for school, district and state analysis, as well as for the determination of scholarship eligibility. Data is also available to conduct correlation studies between various measures of high school performance and student success in college.

The Department hereby requests an additional $ 76,692.00 in General Fund Salary Line.

3. MIS STARS Maintenance

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including

the common assessments used by the districts, ACT and WorkKeys results and granular course data. Based on the previous biennium, we estimate this will total $384K.

In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored. Based on the previous biennium, we estimate this will total. Based on the previous biennium, we estimate this will total $180K.

We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations. Based on the previous biennium, we estimate this will total $314K.

The Department hereby requests an additional $ 878,000.00 in General Funds for STARS Maintenance.

4. State Assessment Program

After going through the formal state procurement process, the Department issued a contract to CTB/McGraw-Hill, LLC. The new contract includes cost increases within its new cost structure, especially during the second year of the biennium. The Department also facilitates the alternate assessments' development and various assessment-impacted activities, such as the Common Core Standards developments. ND currently provides the lowest cost assessment system in the nation. The Department anticipates the need for the state to prepare for higher assessment costs arising from multi-state consortium costs for Common Core Standards-based assessments.

The Department hereby requests and additional $ 2,373,900.00 in General Funds for the State Assessment Program.

5. Language Arts (Writing) Standards

The Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement against the state's established language arts content standards on the North Dakota State Assessment. The Department proposes to establish achievement standards for language arts using the CTB/McGraw-Hill benchmark standards setting method. The Department would contract with approximately 75 educators to establish work committees.

The Department hereby requests and additional $ 310,000.00 in General Funds for the Language Arts Standards.

6. Math & English Language Arts Content Standards

Following discussions within the ARRA State Education Planning Committee, the state should provide support to districts and Regional Education Associations (REA) to allow for the managed transition into the state's new content standards in English language arts and mathematics. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue $ 500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the REAs, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards. The Department would also issue $ 150,000 in grants or contracts to external organizations (e.g., the McRel, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-2012 and the 2012-2013 academic years to conduct curricular planning and professional development to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model.

The Department hereby requests an additional $ 650,000.00 in General Funds for the Math & English Language Arts Content Standards.

7. Foreign Language & the Arts Standards Revision

Following discussions within the ARRA State Education Planning Committee, the state should revise its current content standards foreign language and the arts. The Department would contract to provide a research-based assessment of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a $45,000 contract with McREL to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a $100,000 contract with McREL to facilitate the development of the content standards drafts and supporting materials; (3) issuing $150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings.

The Department hereby requests an additional $ 590,000.00 in General Funds for the Foreign Language & the Arts Standards Revisions.

8. Adult Education Learning Centers

The federal allocation has decreased the past two years from $1,597,000 to $918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **$922,000**. This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **$634,800**. Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.

There continues to be a significant need for rural satellite centers; during the 2011-2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **$91,200**. During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **$152,000**. During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional $ 1,800,000.00 in General Funds for the Adult Education Program.

9. ND Moving to Improve Learning for Everyone (NDMILE)

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be $500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes $150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity

builders, department technical assistant providers (TAPs) and leadership teams from NDMILE schools.

As more schools start to implement the NDMILE it will be necessary to add a program manager, more administrative assistance time and funding for set-up and operational expenses for the positions, at an estimated cost of $ 100,000.

The Department hereby requests an additional $ 750,000.00 in General Funds for NDMILE.

10. Professional Development Program

With the increased emphasis on effective teachers and leaders at the federal level, it is imperative that the ND Department of Public Instruction leads this effort for all educators and school districts. The design of the professional development plan should build capacity for all educators that will, in turn, create change in teaching practices, leadership practices, student and staff engagement and learning. The request for funding would assist the State in designing a professional development model that is systemic, sustainable and job embedded with opportunities for coaching, feedback and practice. As ND addresses the teacher and leader evaluation systems with more emphasis on student performance, it is critical for the State to lead professional development efforts to support practitioners in that process.

Professional development in North Dakota should:

1. Be grounded in 21st century learning.
2. Build capacity for teachers and leaders to align standards and 21st century learning.
3. Develop teachers and leaders who are skilled in addressing the issues of change including how education is delivered (i.e. technology, etc.).
4. Assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

The State Superintendent of Public Instruction, as required by HB 1400, appointed a 22-member committee representing teachers, administrators, educational organizations and universities in ND. The full advisory committee meets 6 times per year. In addition there is subcommittee work that meets 6 to 8 times per year. The committee is required to review and provide feedback to the 180 districts on their professional development plans. The Advisory Committee will continue to meet in the following biennium as they design the next phase of delivery of professional development and develop a statewide professional development website.

$122,000 Professional Development Advisory Committee Meetings and Review of the Professional Development Plans

The calculations for the Professional Development Advisory Committee were taken from actual mileage, meals and lodging expenses of the current 22 advisory committee members, all of which were figured at current state rates.

1. **$19,815** = Mileage, meals and lodging related to the 6 yearly advisory committee meetings.

    a. $14,760 = Mileage for members outside the Bismarck metro area
    b. $975 = Meals for members outside the Bismarck metro area
    c. $4080 = Lodging for members outside the Bismarck metro area

2. **$14,625** = Mileage, meals and lodging for the 5 different subcommittees (each subcommittee meets 3 to 5 times per year).

    a. $11,690 = Mileage for subcommittee members outside the Bismarck metro area
    b. $487 = Meals for subcommittee members outside the Bismarck metro area
    c. $2248 = Lodging for subcommittee members outside the Bismarck metro area

3. **$21,840** = Review and feedback process of submitted district professional development plans by the Professional Development Advisory Committee members.

    a. Review and feedback of 182 district professional development plans @ $30 per hour at an estimated 4 hours of time per plan.

4. **$4720** = Operational expenses related to meetings of the Professional Development Advisory Committee and subcommittees including materials, printing, technology support, facilities, expenses for local consultants to work with the committee, and other miscellaneous expenses.

$61,000 per year of the biennium

The estimated biennium cost for the design and delivery of the professional development model is $878,000. The request includes funding for capacity building through consultant fees and expenses, training/meeting expenses, materials for the events, webpage development, professional library development and related support.

1. **265,000 to bring in consultants**

    a. $140,000 = Assist with the rollout of the new core standards or revised ND standards, incorporating 21st century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon ND's economic development activities, and incorporating standards-based best practices. I envision at least 5 days of training delivered regionally in

four sections of ND by combining the attendance of 2 REAs. This is estimated at 20 sessions per year. The primary audience would be ND teachers, teacher leaders and administrators.

b. $60,000 = Provide the professional development to support newly adopted teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying teaching behaviors when observing teachers using standards-based best practices with 21st century digital learners. I envision at least 2-3 days of training delivered regionally in four sections of ND by combining the attendance of two REAs. This is estimated at 8 to12 sessions per year depending on the evaluation system that is developed. The primary audience would be ND administrators.

c. $65,000 = Build a cadre of trainers for coaching and providing feedback on the two initiatives outlined above. For year two of the biennium, some of this money would shift to the trained trainers to actually go out to visit schools and coach, (job-embedded) educators on the their school improvement strategies, professional development plans and their work with incorporating standards and 21st century learning and technology for digital learners.

2. **$117,470** = Stipends, meals, mileage and lodging, and substitutes for participants in the outlined professional development.

   a. $52,020 = 612 substitute days at $85 per day for teachers to attend the outlined professional development

   b. $45,450 = Meals, mileage and lodging for participants

   c. $20,000 = Stipends for summer work for 200 teachers at $100 per day for summer participation in the outlined professional development.

3. **$56,530** = Operational expenses which include:

   a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD and NDCEL and attendance at national ASCD or NCSD conference.

   b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar. Further development and regular maintenance of the website will also require funding.

c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Funding request for each year of the biennium is $61,000 for Part A and $439,000 for Part B per year or a total of $1,000,000 for the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives such as the teacher and leader evaluation systems are completed.

During the next biennium several trainers or teams of trainers would be hired to help carry forward the professional development work started in the 2011-13 biennium. The trainers would assist schools in incorporating the right goals and strategies around the standards with the goal of increasing student achievement based on the needs of the 21st century learners.

The Department hereby requests and additional $ 1,000,000.00 in General Funds for the Professional Development Program.

SB 2013

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUESTS / RECOMMENDATIONS

3/11

1	2	3		4	5	6	7
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2009-11 PASS-THROUGH GRANTS APPROPRIATION (Base Budget)		2011-13 PASS-THROUGH GRANT REQUESTS	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 5 - Column 4)	2011-13 SENATE VERSION
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	($20,000)	$380,000
12	Red River Writing Project	$70,000		$5,000	$0	($5,000)	$75,000
13	We The People Program	$18,000		$4,000	$4,000	$0	$22,000
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	($90,000)	$120,000
15	North Central Council of School Television	$445,000		$75,000	$0	($75,000)	$445,000
16	North Dakota Governor's School	$410,000		$80,000	$0	($80,000)	$410,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0	$83,000
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	($180,000)	$360,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0	$185,000
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0	$200,000
21	North Dakota LEAD Center	$260,000		$15,000	$0	($15,000)	$260,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0	$20,000
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0	$75,000
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**($465,000)**	**$2,635,000**

[2] **$20,000 - Federal Fiscal Stabilization Funds**

[3] **Continued Funding/No Increase Requested**

Flow-thru Grants

11. North Dakota Museum of the Arts

In the fall of 2004, the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far, the Museum has toured five exhibitions (*Snow Country Prison: Interned in North Dakota, Shelterbelts, Artists' Self-Portraits, Marking the Land: Jim Dow in North Dakota, Animals: Them and Us*) to sixty-eight rural sites with 325 surrounding town or school districts participating as well. Over 56,554 people from rural communities have seen the shows. An additional 1,135 children have participated in intensive, outdoor sculpture or indoor ceramics workshops in conjunction with the exhibitions. Beginning August 1, 2009, the Museum added a professional Artist-in-Resident to teach ceramic workshops in the communities hosting the exhibitions. In addition, 168,951 eight-page tabloids about the exhibitions have been inserted into local newspapers.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.
The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, which opened in 2004, the Museum applied for and received $ 35,000 from the Otto Bremer Foundation (Spring 2006) to refurbish the exhibition so it can continue touring to rural schools well into 2010. All of the exhibitions reflect upon life in North Dakota. For example, *Animals: Them and Us* is probably the program's most successful exhibition in that it touches the lives of all the rural children, most of who have forged complex relationships with the animals around them. And all of the exhibitions introduce actual art objects, original paintings and sculptures and video art, rather than substitute originals with posters and internet images that are most often relegated to rural people instead of "real" art. The Rural School Initiative takes the North Dakota Museum of Art and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from Grand Forks. We request an approximate 1% increase in funding in order to cover escalading transportation, print, and health insurance costs.

The North Dakota Museum of the Arts hereby requests an additional $ 35,000.00 in General Funds.

12. Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in the third area. For the 2011-2013 biennium, we request a $ 5,000 increase over the current funding of $70,000. The requested increase in funding is primarily for anticipated rising costs of travel and other costs.

The Red River Valley Writing Project hereby requests an additional $ 5,000.00 in General Funds.

13. We the People Program

The We the People Program (WTP) would like to request funding of $ 11,000 per year for a biennium total of $ 22,000 in General Funds for the winning classes of the We the People: Citizen and the Constitution state competition. This funding assists North Dakota high school students attending the national WTP competition. Held annually, more than 50 teams from across the nation compete in Washington, DC and engage in a simulated congressional hearing competition. In North Dakota, students continue to engage in this congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. World Strides, a national travel agency, is responsible for organizing and chartering travel for all winners of the National We the People competition. The disbursement from ND will defray costs associated with the winning high school class attending the National We the People Competition.

The We The People Program hereby requests an additional $ 4,000.00 in General Funds.

14. Young Entrepreneur Education Program

The Young Entrepreneur Education Program is requesting an increase because the program will double in size and scope in the next two years. The program is proving to be an effective and popular program among school districts, economic development organizations and youth leadership groups for teaching youth and their teachers the skills and attitudes associated with business ownership and community development. During the 2011-2013 biennium, the program will add at least 6 new sites for the one week summer camps. In addition, they intend to expand their efforts at the current summer

camp locations by adding year-round programs for youth entrepreneurship and leadership.

The funding increase is requested for the following:

Pay for six new summer camps	$ 33,000.
Initiate a pilot program of year-round entrepreneurship & youth leadership education by organizing local Youth Leadership Councils at three existing sites.	$ 18,000
Increase the ¼ Assistant Director position to ½	$ 20,000
Increase the ¾ Program Director to full time	$ 29,000

The Young Entrepreneur Education Program hereby requests an additional $100,000.00 in General Funds.

15. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 46-year-old non-profit organization of North Dakota schools that originally put public broadcasting on the air and currently contracts with Prairie Public to administer its mission providing a virtual service center in support of four key areas of unmet needs in members' schools: easily accessible, classroom multimedia resources available by broadcast and the Web; professional development that identifies multimedia resources and integrates media technology in the curriculum; programs that address literacy and school readiness deficiencies; and North Dakota multimedia resources on the Web to support the North Dakota Studies curriculum.

Through its partnership with Prairie Public, the NCCST leverages the vast resources of local and national public broadcasting services as well as public media grant opportunities and relationships with other regional agencies to achieve advancement in these areas. Today the NCCST supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education literacy initiative for preK-3, on-site and online professional development for preK-12 teachers, a multimedia website for ND Studies resources, and numerous other digital video and preK-12 outreach projects.

Going forward the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more and more on educational multimedia resources and learning modules to supplement local curriculum. To meet this and the its ongoing needs, the NCCST is requesting a total of $520,000 for the biennium, increasing its financial support for obtaining engaging student learning activities, downloadable instructional video, and a wealth of other teacher resources from easily accessible websites by $10,000. The Board also identifies the need to continually upgrade technology platforms and has budgeted $40,000 to provide access at no cost to area schools to a valuable online repository of video and learning objects from PBS stations across the nation, the Digital Learning (DLL); continued support for the

partnership with Learn 360 for an affordable streaming video service for all schools in the state; and an upgrade for the NDStudies.org content management system (one-time funding), in addition to an increase of content development for that site.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, the NCCST Board also is increasing its financial support by $25,000 for face-to-face teacher training in integrating the curriculum-based PBS programming and correlating activities and obtaining and using other public media and specific North Dakota multimedia resources in classroom lesson planning. A portion of this funding will also leverage a Prairie Public grant opportunity for North Dakota teachers in offering additional Teacher Training Institutes integrating arts, history and culture across the curriculum.

The North Central Council of School Television hereby requests an additional $75,000.00 in General Funds.

16. North Dakota Governor's School

The Governor's school would like to request additional General Funds for the English Studies program.

The proposed budget is as follows:

Salaries and Wages	
Administrative—	$ 4620
Instructional—	$ 16,215
Technical—	$ 1,175
Remaining Operating Expenses	
Computer equipment and software	$2900
Long-distance telephone calls	$100
Copying	$200
Travel for visiting writers 2 @ $500	$1000
Dormitory housing and meals	$ 15,000
Governor's School closing reception 25 @ 6	$150
TOTAL COSTS	**$41,360**
Local Funds	(1,360)
Total	$ 40,000
Total Biennium	$ 80,000

The North Dakota Governor's School hereby requests an additional $80,000.00 in General Funds.

17. Northern Plains Writing Project

18. North Dakota Teacher Center Network

Since their inception over 30 years ago, teacher centers have been providing professional development to educators throughout North Dakota. The North Dakota Teacher Center Network is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state.

Over time, the North Dakota Teacher Center Network (NDTCN) has expanded across the state to serve schools and educators through three fundamental goals:

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, including REAs, state agencies, and institutions of higher education for professional development of pre-service and in-service teachers.
3. Communicate via printing and/or electronic mediums to all constituents via a monthly newsletter.

The mission statement reflects the NDTCN's commitment to educators: "...assists practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."
Teacher Centers have evolved over the past few years.

- They are working directly with universities to work with pre-service teachers as well as to co-sponsors events.
- With the addition of the Regional Education Associations (REAs) in North Dakota, the teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REA in their regions.
- Teacher Centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.

The Network funding request for the 2011-2013 biennium is $540,000; this would allow $270,000 per year, or $30,000 per Teacher Center per year. Current funding does not allow each TC to employ full time year round staff, no administrative assistant time, minimal travel time, nor technology funds. As TC's work more closely with NDEA, REA's and ESPB, the need for technology to reach a wider audience is warranted.

The North Dakota Teacher Center Network hereby requests an additional $ 180,000.00 in General Funds.

19. Education Standards & Practices Board

The Education Standards & Practices Board would like to request an additional $ 82,500 for the National Board for Professional Teaching Standards, assessment fees and stipends. The total estimated budget for the 2011-20113 biennium includes $ 92,500 for the National Board for Professional Teaching Standards, $42,500 for the assessment fee, $50,000 for the annual stipend for ND teachers currently national certified. Currently ESPB has $102,500 in appropriated general funds and is requesting an increase of $ 82,500.

The Education Standards & Practices Board hereby requests an additional $ 82,500.00 in General Funds.

20. Education Standards & Practices Board

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe was rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to receive federal education dollars. As an example, an increasing number of states now connect teacher and student information systems. Another example, the Bush Foundation working with two of ND institutions, will be linking student data to teacher data to the institution.

The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests an additional $200,000.00 in General Funds.

21. North Dakota LEAD Center

The North Dakota LEAD Center has requested an additional $15,000 in general funds. The request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional $ 15,000.00 in General Funds.

22. Early Childhood Learning Council

23. Atlantik-Brucke (NDSBA)

North Dakota Department of Public Instruction
Special Education and Related Services for Students with Disabilities in North Dakota
2011 ND Legislative Assembly Appropriations Committee

Members of the North Dakota Legislative Assembly who have previously served on the Appropriations Committee have become familiar with several key facts about special education in North Dakota:

1. Despite overall declines in North Dakota K-12 student enrollment, the number of students identified for special education and related services continued to rise for five of the last ten years.
2. Like nearly all states, North Dakota has experienced a significant increase in the number of children identified as having autism.
3. Due in part to an-depth intensive study of special education finance in our state, North Dakota has adopted an overall state education funding formula that is less categorical and more integrated with the overall education appropriation.

The Department of Public Instruction is responsible for the general supervision of the Individuals with Disabilities Education Act (IDEA), the nation's federal special education law. In fulfillment of our agency's obligations to properly administer the IDEA we have developed a six year *Special Education State Performance Plan.* This plan contains measurable and rigorous targets for improving special education services in North Dakota. The Department of Public Instruction regularly collects statewide data on twenty separate indicators that measure how North Dakota schools are educating students who have unique learning needs as a result of a disability. These indicators include measureable outcomes such as:

- school district graduation and dropout rates of students with disabilities;
- the rate of inclusion of these students in general education settings; and
- their participation and performance on state assessments.

The Department also collects and reports data related to the percent of youth with individualized education programs (IEPs) who are no longer in secondary school, and who have been employed, enrolled in postsecondary education, or both, within one year of leaving high school. These encouraging results for our state are truly useful for policymakers, including you as State Legislators, in seeing the beneficial impact of support for special education in helping young North Dakotans with disabilities become more independent and self supporting citizens of our state. The Department is pleased to report to you that the U.S. Department of Education has determined for the last few years that North Dakota is one of the states that are identified in the top "*Meets Requirements*" category for implementation of the I.D.E.A.

There are strong efforts underway in North Dakota to ensure that the public schools of our state are keeping pace with reform initiatives that affect special education. The Department of Public Instruction is working collaboratively to promote the statewide scale-up of the research-based educational practice of *Response to Intervention* (RTI). This is widely recognized as an effective process for providing appropriate services for struggling learners before they are referred for an evaluation for special education eligibility. *Response to Intervention* is the practice of "providing

high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions"(National Association of State Directors of Special Education, 2006). Encouraging data indicate that this may be one of the most promising methods of reducing inappropriate and unnecessary referrals for special education. The Department created leadership teams involving local educators that are guiding the development of RTI for both academic and behavioral purposes.

The 2009 North Dakota Legislative Assembly passed two very significant pieces of legislation that directly affected special education. One was a bill that created an Autism Spectrum Disorders (ASD) task force. In anticipation of the needs of that task force, the Department of Public Instruction published a data-rich document entitled "*Autism Spectrum Disorders in North Dakota Public Schools.*" This information is intended to help school administrators and other policy planners understand the nature and scope of this growing population of North Dakota children. Even though our overall number of students has declined for the last decade, the number of students with autism identified as a primary disability served in our public schools has now risen to 586, a fivefold increase. The other major bill our Legislative Assembly passed in 2009 that has already had a considerable impact on our DPI special education unit is the directive to assemble a broad-based transition team for the North Dakota School for the Deaf and to develop a *Future Services Plan* for our 125 year old school. The Department is pleased to report that those assignments have been completed and we are eager to share the draft plan for your review. The Department is confident that a viable blueprint for the future has been created for appropriately meeting the needs of North Dakotans who are deaf or hard of hearing.

In response to the frustrations of local administrators in preparing and submitting special education student contracts, the Department developed and made available a significant improvement for all concerned. Student contracts are the means by which a school district or special education unit can be reimbursed by the state for the excess costs of providing special education and related services to students with exceptional education needs. Eighty percent of special education contract funding is for students placed for purposes other than education (e.g., foster care, behavioral concerns, etc.). The Department created software that enables local administrators and DPI personnel to move from a labor intensive paper process to a new more efficient online student contract system. This has met with considerable support from the field and is also allowing the Department to track and analyze these unique fiscal data with greater capability.

Although our analysis at this point is primarily anecdotal, it seems relevant to share that we are receiving an increasing number of reports from local administrators about the special education needs of some of the children whose families have relocated to the parts of the state most affected by energy related development. Reports of increased numbers of children who have significant special education needs have been noted. The state will monitor this carefully in order to assist the families and schools in this area of increasing need.

Lastly, the Department wants to inform you that for the last two school years North Dakota became one of the only states in the nation to provide a statewide online web-based special education case management system. This unique system made obsolete the thirty one separate

sets of forms used by local special education units and created a single state of the art comprehensive system for special education case management. The user friendly system has been embraced by special educators across North Dakota. The Department has received a number of inquiries from across the nation and Canada about our ability to offer this service to the schools of our state.

The special education office at the Department of Public Instruction is grateful to the North Dakota Legislative Assembly for your past understanding and support for helping the schools of our state to provide appropriate services for students who have disabilities. We constantly strive to strike the necessary balance between responsiveness to statewide need with the limits of fiscal appropriation. On behalf of the students with disabilities, their families, and the educators of our public schools who serve them, the Department of Public Instruction thanks you once again for your support for special education.

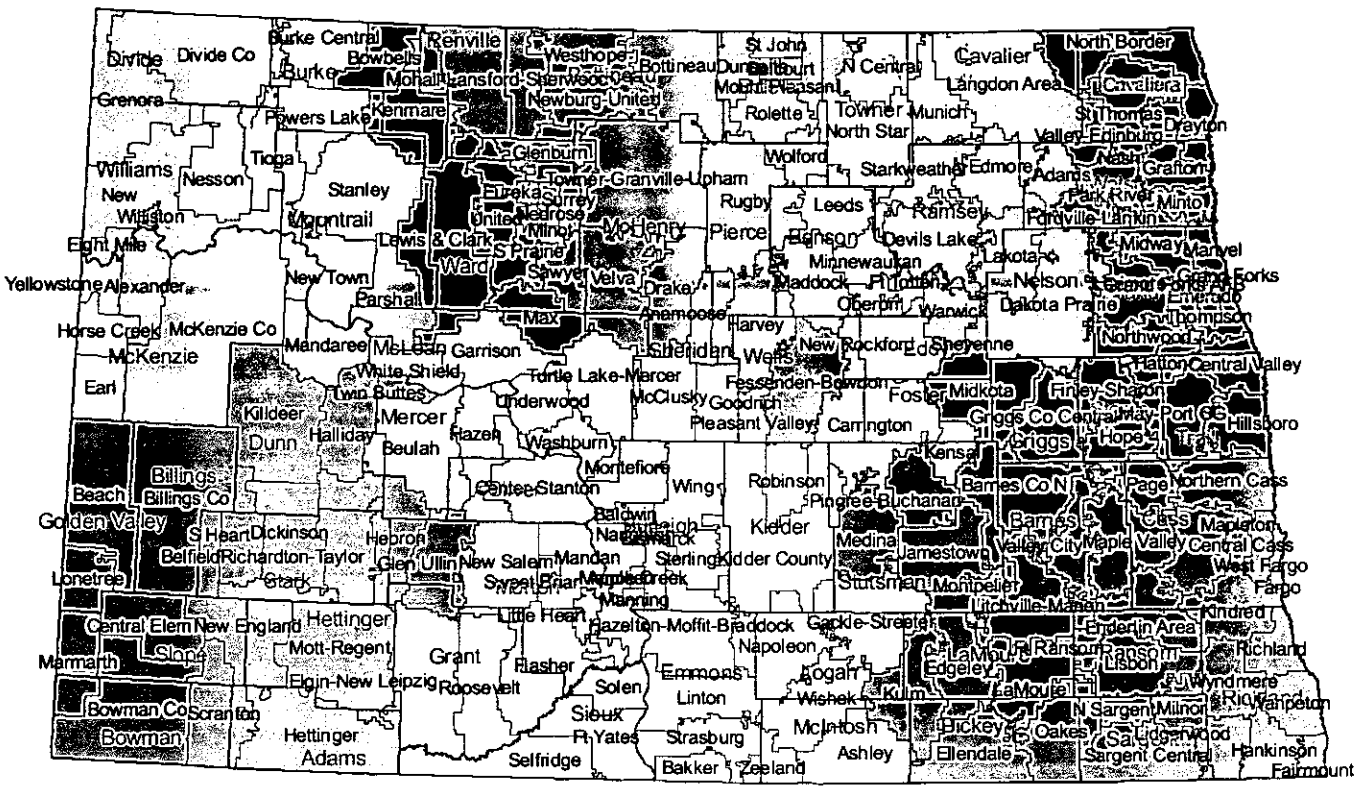
ND K-12
2010-11 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	183	46	4	5	31	10	279
Schools	373	53	4	6	0	0	436
K-12 Enrollment	94,729	6,052	65	1,513	0	0	102,359
Licensed Staff	9,756	753	68	230	382	116	11,304
Non-licensed Staff	5,792	548	73	172	254	46	6,885
Graduates	6,965	342	24	53	0	0	7,384

www.dpi.state.nd.us

Regional Education Associations (2010-2011)

10/22/2010



- Northeast Ed Services Cooperative (NESC)
- Roughrider Ed Services Program (RESP)
- Mid-Dakota Ed Cooperative (MDEC)
- Missouri River Ed Cooperative (MREC)
- South East Ed Cooperative (SEEC)
- Red River Valley Ed Cooperative (RRVEC)
- North Central Ed Cooperative (NCEC)
- Great Northwest Ed Cooperative (GNWEC)

The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440

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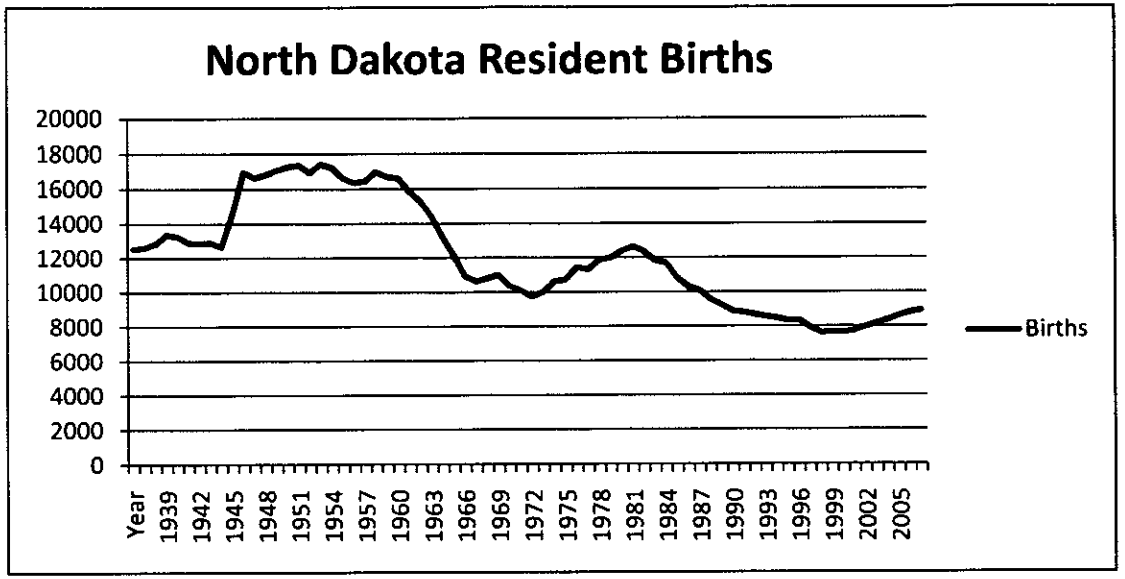
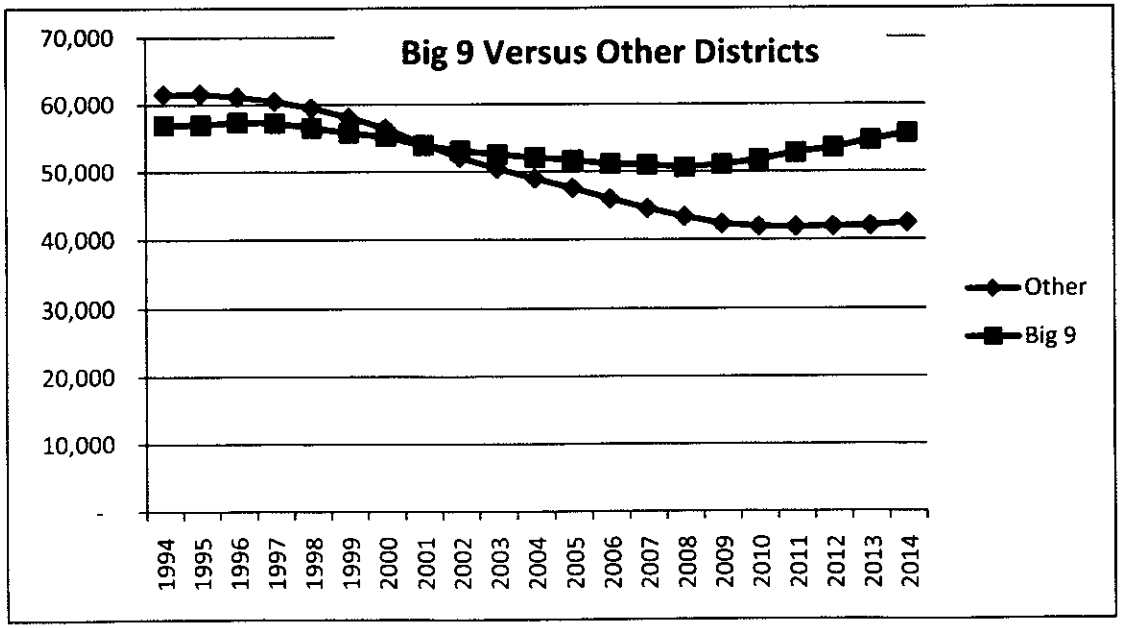
Note: District dissolution not yet complete
(Nash School District was dissolved, but still appears on the map).

North Dakota Public K-12 Enrollment

Sum of DENK12	Column Labels		
School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	41,947	53,590	95,537
2013	42,058	54,680	96,738
2014	42,423	55,727	98,150





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/28/2010

K-12 Public School Enrollment Cohorts

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Projected --> 2012	2013	2014
Kindergarten	7,559	7,144	7,057	7,012	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,446	7,748	7,920	8,064
Grade 1	7,996	7,609	7,193	7,223	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,482	7,456	7,750	7,935
Grade 2	7,894	7,643	7,270	7,040	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,196	7,478	7,443	7,745
Grade 3	8,040	7,747	7,645	7,210	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,314	7,609	7,567
Grade 4	8,130	7,980	7,758	7,564	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	6,983	7,383	7,682
Grade 5	8,339	8,099	7,909	7,781	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,676	7,069	7,082	7,490
Grade 6	8,520	8,210	7,985	7,896	7,827	7,722	7,299	7,130	7,036	7,074	7,089	7,140	6,822	7,239	7,266
Grade 7	8,608	8,544	8,379	8,177	8,084	8,025	7,877	7,465	7,289	7,218	7,249	7,368	7,373	7,033	7,468
Grade 8	9,044	8,555	8,501	8,337	8,203	8,123	7,987	7,868	7,467	7,360	7,303	7,294	7,442	7,447	7,109
Grade 9	9,566	9,204	8,885	8,899	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,579	7,537	7,684	7,682
Grade 10	9,332	9,314	9,016	8,625	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,684	7,574	7,529	7,680
Grade 11	9,389	8,993	8,969	8,629	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,409	7,389	7,282	7,232
Grade 12	9,288	9,052	8,647	8,620	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,569	7,352	7,336	7,230
Total K-12	111,705	108,094	105,214	103,013	101,137	99,421	97,120	95,600	94,052	93,406	93,715	94,729	95,537	96,737	98,150
Change from prior year		(3,611)	(2,880)	(2,201)	(1,876)	(1,716)	(2,301)	(1,520)	(1,548)	(646)	309	1,014	808	1,200	1,413

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
2	Barnes	1,730	1,689	1,701	1,643	1,608	1,557	1,521	1,512	1,523	*1,540*	17			
8	Burleigh	10,764	10,629	10,597	10,603	10,761	10,872	10,873	10,918	10,936	*11,102*	166			x
9	Cass	18,819	18,745	18,984	19,090	18,851	18,991	19,066	19,403	19,751	*19,974*	223			x
18	Grand Forks	10,124	9,974	9,745	9,437	9,183	8,996	8,797	8,500	8,458	*8,415*	(43)			x
29	Mercer	1,932	1,826	1,694	1,556	1,459	1,403	1,342	1,333	1,251	*1,254*	3		x	
30	Morton	4,507	4,400	4,293	4,262	4,131	4,073	3,987	3,989	4,028	*4,134*	106			x
34	Pembina	1,700	1,628	1,538	1,545	1,413	1,333	1,328	1,247	1,224	*1,309*	85			
36	Ramsey	2,203	2,120	2,059	2,047	1,985	1,922	1,861	1,800	1,832	*1,791*	(41)			
37	Ransom	1,076	1,061	1,042	986	989	990	994	972	947	*920*	(27)			
39	Richland	2,821	2,809	2,736	2,640	2,570	2,487	2,423	2,337	2,260	*2,282*	22			
40	Rolette	3,150	3,103	3,013	2,934	2,855	2,790	2,727	2,715	2,775	*2,802*	27			x
45	Stark	3,607	3,533	3,440	3,388	3,318	3,295	3,199	3,160	3,228	*3,272*	44		x	
47	Stutsman	3,123	3,042	2,958	2,921	2,831	2,724	2,645	2,617	2,607	*2,555*	(52)			x
49	Traill	1,619	1,589	1,556	1,531	1,507	1,454	1,437	1,396	1,331	*1,311*	(20)			
50	Walsh	2,051	1,974	1,929	1,971	1,903	1,847	1,801	1,754	1,699	*1,524*	(175)			
51	Ward	9,408	9,302	9,129	8,959	8,713	8,607	8,398	8,435	8,673	*9,090*	417		x	x
53	Williams	3,495	3,361	3,198	3,125	3,079	3,009	3,015	3,081	3,165	*3,430*	265		x	x
1	Adams	385	364	355	347	336	312	282	279	283	*258*	(25)	x		
3	Benson	992	971	1,024	971	959	972	974	973	959	*970*	11	x		
4	Billings	73	73	76	56	50	48	46	42	44	*38*	(6)	x	x	
5	Bottineau	1,135	1,111	1,021	966	902	857	816	852	785	*765*	(20)	x	x	
6	Bowman	703	681	663	646	590	605	587	559	551	*525*	(26)	x	x	
7	Burke	324	328	294	276	263	273	243	242	239	*252*	13	x	x	
10	Cavalier	716	707	641	621	580	555	521	479	458	*437*	(21)	x		
11	Dickey	913	893	890	900	880	885	853	837	813	*844*	31	x		
12	Divide	313	302	299	280	265	237	233	228	232	*226*	(6)	x	x	
13	Dunn	549	537	529	496	473	447	429	438	437	*434*	(3)	x	x	
14	Eddy	526	512	477	492	468	421	385	353	322	*341*	19	x		
15	Emmons	760	739	724	678	659	628	618	621	588	*571*	(17)	x		
16	Foster	688	651	643	614	647	616	583	573	529	*518*	(11)	x		
17	Golden Valley	418	392	381	367	341	322	309	302	314	*303*	(11)	x	x	
19	Grant	397	368	355	320	317	304	286	255	247	*243*	(4)	x		
20	Griggs	527	509	485	483	462	415	407	392	377	*375*	(2)	x		
21	Hettinger	541	493	478	466	418	411	386	360	373	*379*	6	x		

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)										Last Change	Frontier	Oil Prod	Big 8
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	*2010-11*				
22	Kidder	500	470	453	451	435	408	397	400	400	*402*	2	x		
23	LaMoure	980	912	775	725	671	658	647	613	625	*630*	5	x		
24	Logan	420	397	363	361	335	346	327	328	331	*340*	9	x		
25	McHenry	1,064	1,051	1,038	1,029	1,006	962	904	875	862	*853*	(9)	x	x	
26	McIntosh	512	511	494	455	457	430	391	374	381	*390*	9	x		
27	McKenzie	1,035	964	913	880	865	810	813	814	839	*927*	88	x	x	
28	McLean	1,757	1,716	1,621	1,553	1,518	1,497	1,454	1,436	1,433	*1,410*	(23)	x	x	
31	Mountrail	1,470	1,465	1,442	1,348	1,347	1,327	1,380	1,370	1,433	*1,491*	58	x	x	
32	Nelson	613	588	582	557	524	490	494	462	468	*443*	(25)	x		
33	Oliver	270	248	250	281	265	255	237	208	196	*196*	-	x		
35	Pierce	720	665	645	609	594	574	625	610	613	*612*	(1)	x		
38	Renville	671	656	629	624	623	577	578	575	572	*577*	5	x	x	
41	Sargent	832	813	807	798	804	799	759	740	708	*671*	(37)	x		
42	Sheridan	172	168	162	146	138	143	132	137	123	*106*	(17)	x		
43	Sioux	410	347	443	462	436	399	360	350	384	*397*	13	x		
44	Slope	28	27	28	16	13	16	16	15	21	*19*	(2)	x	x	
46	Steele	322	309	324	326	306	291	285	278	260	*242*	(18)	x		
48	Towner	466	440	413	371	353	322	297	301	281	*271*	(10)	x		
52	Wells	886	850	808	715	664	638	589	566	546	*568*	22	x		
Year Totals		108,094	105,217	101,137	99,324	97,120	95,600	94,057	93,406	93,715	*94,729*	1,014	36	17	8
[1]Frontier Counties		23,088	22,228	21,525	20,686	19,964	19,250	18,643	18,237	18,027	*18,024*	(3)	36		
Non Frontier Counties		82,129	80,785	79,612	78,638	77,156	76,350	75,414	75,169	75,688	*76,705*	1,017	17		
[2]Oil Producing Counties		27,982	27,325	26,395	25,565	24,825	24,292	23,762	23,757	24,079	*24,866*	787	17		
Non-Oil Producing Counties		77,235	75,688	74,742	73,759	72,295	71,308	70,295	69,649	69,636	*69,863*	227	36		
[3]Largest 8 Counties		63,390	62,556	61,917	61,331	60,404	60,062	59,508	59,658	60,393	*61,502*	1,109	8		
All Other Counties		41,827	40,457	39,220	37,993	36,716	35,538	34,549	33,748	33,322	*33,227*	(95)	45		

[1]Counties with population density of 6 or fewer persons per square mile.

[2]Members of ND Association of Oil & Gas Counties. Members must have oil, gas, or leasing development within boundaries.

[3] Counties with school district enrollment exceeding 2,000 students.

SB 2013
Department of pub. inst
attachment 8 A) - 3/16/11
3/21/11

FISCAL NOTE

Requested by Legislative Council
01/20/2011

Bill/Resolution No.: SB 2150

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

	2009-2011 Biennium		2011-2013 Biennium		2013-2015 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	$0	$0	$0	$0	$0	$0
Expenditures	$0	$0	$84,587,099	$15,338,000	$114,068,247	$15,338,000
Appropriations	$0	$0	$84,587,099	$15,338,000	$114,068,247	$15,338,000

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

2009-2011 Biennium			2011-2013 Biennium			2013-2015 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
$0	$0	$0	$0	$0	$99,293,599	$0	$0	$128,774,747

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

SB 2150 is the K-12 funding and policy plan incorporating the recommendations from the ND Commission on Education Improvement.

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

The Department of Public Instruction appropriation bill SB 2013 adds $196.7 million to the State school aid line item and $5 million to the Transportation line item for formula payments to school districts. The total increase for the State School Aid line item is made up of $94.3 million (identified below) plus $85.6 million from Grants - Supplemental one-time and $16.8 million supplemental operations line item transfers.

SB 2150 contains language for distributing the Grants - State school aid and Grants - Transportation line items.

State school aid line item: $94.3 (in millions):
54.3 to continue the existing formula.
-2.4 for formula revisions.
2.5 to increase the formula weighting factor for Special Education.
7.5 for supplemental teacher-effectiveness compensation plan.
32.0 to increase the per student payment rate by $100 each year.
.4 for regional education grants.

Transportation line item: $5.0 to increase reimbursement rates.

The increases projected for the 2013-15 biennium are based on the cost to maintain the funding level established in the second year of the 2014-15 biennium.

Section 34 appropriates $150,000 to the Department of Commerce to provide $1,200 grants to individuals seeking a child development associate credential.

Section 35 provides authority to expend up to $461,500 from the Grants - Other grants line item in SB 2013 for contracting with a state wide educational organization to implement a principal mentorship program.

Section 36 appropriates $20,000 to the Department for the purpose of reimbursing expenses incurred by the supplemental teacher-effectiveness compensation (STEC) review panel.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*
   A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

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

   C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

SB2013 State school aid: (Gen Fund) 78,993,599 (State Tuition Fund) 15,338,000
SB 2013 Transportation: 5,000,000
SB2013 Principal Mentoring: 461,500
SB2150 STEC Review Panel: 20,000
SB2150 Child Dev Cred: 150,000
2011-13 Biennium Total: (Gen Fund) 84,587,099 (State Tuition Fund)15,338,000

State school aid: (Gen Fund) 108,436,747 (State Tuition Fund) 15,338,000
Transportation: 5,000,000
Principal Mentoring: 461,500
STEC Review Panel: 20,000
Child Dev Cred: 150,000
2013-15 Biennium Total: (Gen Fund) 114,068,247 (State Tuition Fund) 15,338,000

Name:	Jerry Coleman	**Agency:**	Public Instruction
Phone Number:	328-4051	**Date Prepared:**	01/24/2011

Department of Public Inst. 2013
3/21/11
attachment #9

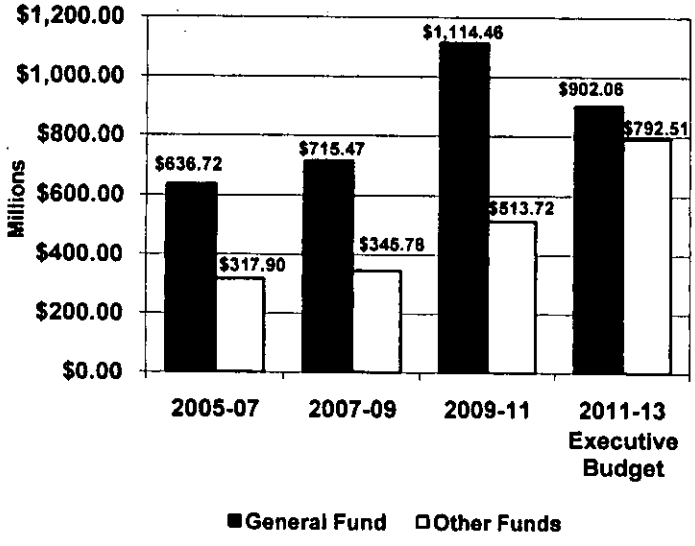
Prepared by the North Dakota Legislative Council staff for House Appropriations
March 8, 2011

Department 201 - Department of Public Instruction
Senate Bill No. 2013

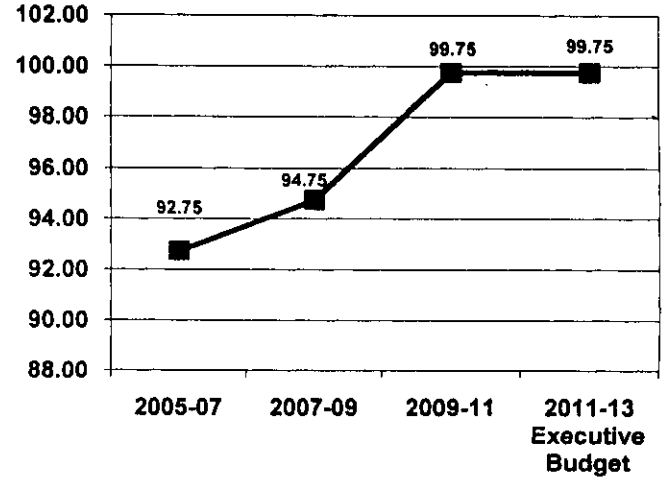
	FTE Positions	General Fund	Other Funds	Total
2011-13 Executive Budget	99.75	$902,064,740	$792,508,423	$1,694,573,163
2009-11 Legislative Appropriations	99.75	1,114,455,590	513,721,154	1,628,176,744[1]
Increase (Decrease)	0.00	($212,390,850)	$278,787,269	$66,396,419

[1]The 2009-11 appropriation amounts include $150,000, $50,000 of which is from the general fund, for the agency's share of the $16 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for executive branch employees and a $5 million appropriation from the general fund for supplemental transportation aid payments contingent on the Office of Management and Budget projecting during the 2009-11 biennium that the June 30, 2011, ending balance of the state general fund will be $30 million more than estimated by the 2009 Legislative Assembly. The 2009-11 appropriation amounts do not include $167,958 of additional special funds authority resulting from Emergency Commission action during the 2009-11 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2011-13 Executive Budget	$901,480,740	$584,000	$902,064,740
2009-11 Legislative Appropriations	1,113,704,590	751,000	1,114,455,590
Increase (Decrease)	($212,223,850)	($167,000)	($212,390,850)

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
Salaries and wages			
1. Provides funding for temporary salaries to administer the North Dakota academic and technical education scholarships program	$76,692		$76,692
Operating expenses			
2. Removes one-time funding provided for the department's state automated reporting system (STARS) application in the 2009-11 biennium	($500,000)		($500,000)
3. Removes one-time funding provided for the development of a personal finance schoolbook in the 2009-11 biennium	($25,000)		($25,000)
4. Decreases federal funding for the North Dakota state longitudinal education data system project		($3,645,665)	($3,645,665)

5. Removes federal fiscal stimulus funding for administration		($173,815)	($173,815)
6. Provides one-time funding for the department's STARS application in the 2011-13 biennium	$384,000		$384,000
7. Provides one-time funding for the Education Standards and Practices Board approval and accreditation mainframe rewrite. **The Senate changed the funding source to provide $200,000 from the national board certification fund.**	$200,000		$200,000
8. Provides funding for estimated costs of administering the American College Test (ACT) to all 11th grade students. **The Senate provided an additional $100,000 from the national board certification fund for the cost of administering the ACT and WorkKeys assessments, including the writing test, to provide a total of $778,400.**	$678,400		$678,400
9. Provides funding for software to manage the North Dakota academic and technical education scholarships program	$5,000		$5,000
10. Provides funding for the costs associated with the Professional Development Advisory Committee established by the 2009 Legislative Assembly	$122,000		$122,000
11. Provides funding for contracted grant writing consultants	$200,000		$200,000
12. Provides funding to continue the North Dakota Indian Education Advisory Council	$66,000		$66,000
13. Provides funding for increased charges by the Information Technology Department	$185,880		$185,880
14. Provides funding for inflationary increases in other operating expenses	$100,000		$100,000
15. Increases funding for the state assessment program to provide a total of $2.2 million	$763,586		$763,586
16. Provides funding for the Early Childhood Learning Council	$20,000		$20,000
Grants			
17. Increases funding for state school aid from $808,370,295 to $919,459,478 and replaces $85,644,337 of federal fiscal stimulus funds provided during the 2009-11 biennium with funding from the general fund	$181,395,520	($70,306,337)	$111,089,183
18. Provides one-time federal funding from the education jobs fund program to be distributed to school districts using the state school aid formula		$21,517,716	$21,517,716
19. Removes funding for supplemental operations grants provided in the 2009-11 biennium	($16,795,584)		($16,795,584)
20. Removes federal fiscal stimulus funds provided in the 2009-11 biennium		($67,379,051)	($67,379,051)
21. Removes funding for supplemental one-time grants provided in the 2009-11 biennium	($85,644,337)		($85,644,337)
22. Increases funding for special education from $15.5 million to $16 million	$500,000		$500,000
23. Provides funding for transportation grants of $48.5 million from the general fund. The 2009 Legislative Assembly appropriated $43.5 million from the general fund and provided contingent funding of $5 million from the general fund for supplemental transportation aid payments for the 2009-11 biennium.			$0
24. Removes funding from the general fund for mill levy reduction grants and provides funding for mill levy reduction grants from the property tax relief sustainability fund	($295,000,000)	$341,790,000	$46,790,000
25. Removes one-time funding provided for a grant to the North Dakota Geographic Alliance in the 2009-11 biennium	($226,000)		($226,000)
26. Removes one-time funding provided to create a national board certification fund in the 2009-11 biennium	($500,000)		($500,000)
27. Increases federal funding for other grants		$44,040,643	$44,040,643

28. Increases funding from the general fund for other grants. **The Senate increased funding from the general fund for various other grants by a total of $235,000.**	$29,000		$29,000
29. Provides one-time funding for other grants from federal fiscal stimulus funds continuing in the 2011-13 biennium for the school improvement, Title I, preschool, and IDEA B programs		$12,615,433	$12,615,433
30. Provides funding for curriculum alignment grants	$100,000		$100,000
31. Provides funding for principal mentoring grants. **The Senate removed this funding.**	$461,500		$461,500
32. Provides funding for prekindergarten space grants	$125,000		$125,000
33. Provides funding for continuing education grants for preschool teachers	$150,000		$150,000
34. Increases funding for the national board certification program to provide a total of $185,000. **The Senate changed the funding source to provide $185,000 from the national board certification fund.**	$82,500		$82,500
35. Provides funding for an Alternative Teacher Compensation System Review Panel and contracted program adviser. **The Senate removed this funding.**	$300,000		$300,000

Other Sections in Bill

2009-11 deficiency appropriation - Section 3 appropriates $30 million of additional federal funds to the Department of Public Instruction for providing grants to school districts during the 2009-11 biennium.

Tuition apportionment - Section 4 provides that any money available in the state tuition fund in excess of the $101,638,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

Mill levy reduction grants - Section 5 identifies $341,790,000 from the property tax relief sustainability fund for mill levy reduction grants.

Payments for 2009-11 biennium educational services - Section 6 provides that the Department of Public Instruction may use money appropriated for state school aid and special education contracts for the 2011-13 biennium to pay claims due during the 2009-11 biennium but not filed with the department until the 2011-13 biennium.

Special education gifted and talented programs - Section 9 provides that $800,000 of the amount appropriated for state school aid must be used to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the Superintendent of Public Instruction.

Teacher of the year program - Section 10 requires the Department of Public Instruction to administer a teacher of the year program for the 2011-13 biennium. The department is to assign responsibility to its staff to coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the Department of Public Instruction may not include more than one representative from any education-related organization or association.

Indirect cost allocation - Section 11 provides that, notwithstanding North Dakota Century Code (NDCC) Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

Amendment of 2009 Session Laws - Sections 17 and 18 amend 2009 Session Laws to provide that the Department of Public Instruction continue $9 million of estimated excess funding for state school aid and transportation aid payments from the 2009-11 biennium to the 2011-13 biennium for state school aid per student payments. Any additional excess funds remaining at the end of the 2009-11 biennium are to be distributed according to provisions of House Bill No. 1400 (2009). The Department of Public Instruction anticipates the 2009-11 biennium funding for state school aid will exceed the per student state school aid obligation by approximately $8 million and the funding for transportation aid payments will exceed obligations by approximately $1.9 million. The 2009 Legislative Assembly provided in House Bill No. 1400 that any funds appropriated for state school aid remaining after the department has provided for all statutory payment obligations be distributed as additional per student payments on a prorated basis according to the latest available average daily membership of each school district and that any funds remaining after the application of the transportation formula be distributed on a pro rata basis based on percentage of total transportation formula payments.

Elected officials' salary increase - Section 20 includes the statutory changes necessary to increase the Superintendent of Public Instruction's salary as follows:

Annual salary authorized by the 2009 Legislative Assembly:

July 2009-June 2010	$95,116
July 2010-June 2011	$99,872

Proposed annual salary recommended in the 2011-13 executive budget:

July 2011-June 2012	$102,868
July 2012-June 2013	$105,954

Federal education jobs fund program - Section 22 provides an emergency clause to allow North Dakota's share of the federal education jobs fund program totaling $21,517,716 to begin to be distributed prior to July 1, 2011. The funding is to be made available to school districts for use in hiring or rehiring school employees during the 2010-11 school year and will be distributed to school districts through the state's funding formula. In addition, the sections relating to the amendment of the 2009 Session Laws are also an emergency measure.

The Senate added the following sections:

National board certification fund - Sections were added to repeal the national board certification fund and provide that any funds remaining in the fund at the end of the 2011-13 biennium be transferred to the general fund.

Regional education association grants - A section was added to authorize the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations to assist with the cost of compensating coordinators.

Alternative education programs - A section was added to authorize the Superintendent of Public Instruction to expend up to $460,000 from the grants - other education line item for the purpose of providing payments to eligible school districts that offer alternative education programs to students in grades six through eight, for the 2011-13 biennium.

Deferred maintenance and physical plant improvement grants - A section was added to provide a contingent $7 million appropriation from the general fund for deferred maintenance and physical plant improvement grants to school districts. The appropriation is contingent on either the June 30, 2012, or June 30, 2013, estimated general fund balance exceeding the forecast balance at the conclusion of the 2011 legislative session by more than $30 million.

Continuing Appropriations

Instructional materials revolving printing fund - NDCC Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - NDCC Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Significant Audit Findings

The operational audit of the Department of Public Instruction conducted by the State Auditor's office during the 2009-10 interim included the following significant audit findings:

- Controls are not in place to properly ensure procurement procedures are performed in accordance with North Dakota Administrative Code (NDAC) Article 4-12 and North Dakota State Procurement Office guidelines.
- Regarding a review of school employee background checks, the State Auditor's office determined:

  Schoolteachers in the state receive a background check during their initial license application by the Education Standards and Practices Board. No further background checks are required once the teachers are initially licensed. Since background checks are not periodically required after the initial check, it is possible that a school would be unaware of a current teacher committing a crime which would normally be cause for school disciplinary action or dismissal against the teacher.

  There is no state law requiring background checks for other school employees, including busdrivers, cooks, coaches, etc. School districts, however, do have the authority to request background checks through the Bureau of Criminal Investigation for other school employees in their district. As these requests are based on various school district policies, the State Auditor's office was unable to determine if there is any consistency in how this law is being implemented. This could result in school districts having different policies to cover background checks for nonteacher employees. Also, some school districts may have chosen to not perform background checks on other school employees which could result in hiring individuals with criminal backgrounds to work in close proximity to children.
- Regarding emergency and disaster drills in schools, state law does not specify how many of each type of school emergency or disaster drill that needs to be completed by schools in the state. In addition, the law does not list any penalties for not completing the necessary school drills. As a result, it appears no one is tracking or reviewing the results of any non-fire emergency drills performed by schools.
- Monitoring procedures should be strengthened surrounding the Title II-D grant program, including ensuring support for the desk reviews is maintained, ensuring all desk reviews are reviewed by the applicable program managers, and establishing procedures to include site visits and financial reviews of the competitive grants.

Major Related Legislation

House Bill No. 1029 - Relates to **school approval** and payment reductions for unaccredited schools.

House Bill No. 1030 - Increases the number of minimum full **days of instruction** under severe weather or other emergency conditions and provides for portions of days missed to be added together when requesting a gubernatorial waiver of required class rescheduling.

House Bill No. 1047 - Includes transfers from the permanent oil tax trust fund and an appropriation to provide for a continuation of property tax relief and **mill levy reduction grants** to school districts.

House Bill No. 1049 - Directs the Superintendent of Public Instruction to conduct a **study of Indian education issues** and report to the Legislative Management.

House Bill No. 1074 - Expands eligibility for **state reimbursement for education** and related costs for students voluntarily placed in residential child care homes or facilities and in boarding care programs within their school district of residence.

House Bill No. 1094 - Provides funds in the **national board certification fund** are to be invested by the State Treasurer rather than the State Investment Board.

House Bill No. 1106 - Relates to eligibility for North Dakota **academic and career and technical education scholarships**.

House Bill No. 1373 - Provides $1 million from the general fund to the Department of Human Services for grants to federally designated **Head Start programs**.

House Bill No. 1465 - Relates to the **prevention of bullying** in public schools.

House Concurrent Resolution No. 3004 - Directs the Legislative Management to **study Indian education issues**, including a fair and equitable allocation of all state and federal educational funding.

House Concurrent Resolution No. 3018 - Amends the state constitution to provide that if the deposits of oil extraction tax revenues into the **foundation aid stabilization fund** would cause the fund to increase by more than 2 percent each year, the excess amount must be deposited in the common schools trust fund.

House Concurrent Resolution No. 3046 - Amends the state constitution to remove the Superintendent of Public Instruction and the State Board of Higher Education and create a **Department of Education** beginning on January 1, 2015, to oversee and administer the provision of all public education in the state.

Senate Bill No. 2150 - Incorporates the **recommendations of the North Dakota Commission on Education Improvement** relating to the coordination of student information systems, early childhood education, regional education associations, the professional development advisory committee, teacher mentoring, compulsory attendance, course requirements, scholarships, educational and career planning, summative assessments, kindergarten, state aid payments, early childhood education programs, transportation grants, teacher compensation, contingency payments, a contingent transfer from the Bank of North Dakota for special education, an all-day kindergarten impact report, and a Legislative Management study of teacher compensation.

Senate Bill No. 2167 - Relates to **bullying policy**, professional development, and prevention programs.

Senate Bill No. 2281 - Relates to a **concussion management** program.

Senate Bill No. 2311 - Relates to the **North Dakota Teacher of the Year** award.

Senate Bill No. 2314 - Provides $200,000 from the general fund to the Superintendent of Public Instruction for grants to the **Prevention Advisory Task Force**.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

ate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increase Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

ate Bill No. 2013 - State Library - Senate Action

e Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

SB 2013
Dept. of Public Instruction
attachment # 10
3/21/11

SCHOOL TRANSPORTATION

NORTH DAKOTA SMALL ORGANIZED SCHOOLS

Representing one hundred three School Districts

PO Box 7463

Bismarck, ND 58507

Executive Director, Wayne Levang

Phone (701) 323-0958

wlevang@yahoo.com

Re: SB 2013 Transportation Block Grant

Thanks to the North Dakota Commission on Education Improvement and the North Dakota Legislature for recognizing and taking action during the last session to increase transportation funding. This increase stopped the deterioration (transportation funding had remained stagnant since 1981) but the issue needs to be addressed over numerous sessions. We should not let the level of funding be any different from any other educational expense, that being seventy per cent (70%). To reach this goal funding should to be increased from the proposed one dollar and three cents ($1.03) per mile payment; otherwise the percentage of funding for transportation will decrease while the expenses continue to rise.

Funding at the proposed level will not even reach fifty per cent (50%) level. Districts have to make up the cost with local property monies thus diverting monies from other areas. Thus transportation remains an integral part of the education picture as transporting students to school safely, economically and efficiently enhances academic achievement.

Therefore, NDSOS believes that the percentage rate of reimbursement for transportation should be similar to the percentage rate of foundation payments. The increased should correspond **WITH THE STATE PERCENTAGE OF FOUNDATION PAYMENTS. THEREFORE, THE TRANSPORTATION RATES SHOULD BE INCREASED TO REACH THE GOAL OF 70% IN THIS AND FUTURE SESSIONS.**

SOME HISTORY:

In school year **1983-4** transportation was funded at **$18,518,752**.

In school years 1984-5 through 2007-8 funding was from a low of $16,147,347 to a high of $19,557,474 but predominately in the $17,500,000 range.

In school year **2008-9** transportation was funded at **$16,750,000**.

REALIZING THAT TRANSPORTATION FUNDING HAD "LAGGED" THE LEGISLATURE INCREASED THE FUNDING TO:

The past school year **2009-10** the funding was **$21,744,974**.

NDSOS membership believes...

1) That transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times only increases academic achievement.

2) It is not a large school - small school issue. All schools are absorbing transportation cost with general fund monies (local property mill levy) that could be used for salaries, curriculum, technology, other instructional costs, or even to decrease property taxes.

3) Transportation funding goal should be at the same level as the goal for all educational funding (i.e. 70%).

How does transportation costs effect schools? *Some Facts:*

Cost of buses: A 48 passenger bus cost approximately $71,329 in 2008. This year the cost is about $79,329. **Increase 10.5%**

A14 passenger bus cost approximately $48,878 in 2008. This year the cost is about $56,637. **Increase 15.8%**

Maintenance: The costs vary greatly depending on age of fleet but all districts are seeing an **Increase**.

Drivers: A survey of schools shows the 2008 salary average of $14.19/hr. This fall those same districts were paying an average of $15.75. **Increase of 10.9%**

Fuel: On January 26, 2010 diesel was $2.79[1], one year later the price stands at $3.41[1]. **Increase of 22.2%** (NOTE: This pricing is off a high of over 4 dollars in 2008 but the trend is toward 2008 pricing.)

Let's look at the composite data taken from DPI's "School Finance Facts" 2010 edition.

The average percent of school budgets for transportation in 2008 was 4.17% and for 2010 is was 4.39%.

Using Mandan School District as an example:

General	Tech	Sp Asmt	Build	Sink/Int	Other	Total mill levy
109.98-R	5.00	6.00	16.51	18.68	1.00	157.17

$26,860,610.31 Total Budget
$1,233,412.81 Transportation Costs
4.59 % of Total Budget

157.17 mills X 4.59% equivalent to 7.21 mills for transportation.

SEE APPENDIX A for mill rates for a sampling of schools.

THE POINT IS:

When property tax relief reduced up to 75 mills of the General Fund funding and provided up to 70% of funding for schools without addressing transportation adequately (i.e. similar % rate to per pupil payments) the mills are simply shifted to transportation cost.

NDSOS membership realizes to achieve the above level will take a long term commitment by the governor, legislature and general public over two or three legislative sessions (this is our second).

Therefore, NDSOS member schools believe that the transportation line item in the Governor's proposal be increased by $10,000,000 to a total $58,500,000 for the upcoming biennium.

This increase would bring the transportation reimbursement close to the same funding as the rest of education funding. Rather than simply say 70% of $2.06 and the rate should be $1.44 /mile we should be looking at this reimbursement the same as with foundation aid, that being based on the total dollar figure. Therefore, the percentage of reimbursement has to be measured against the total request from all districts for reimbursement. If districts expenditures for transportation remain constant at $85,066,958.10 for the next biennium (***which we all realize probably won't happen for the coming school year)*** the proposed Block Grants would produce the following:

Block Grant of $48,500,000.00 would be **56.91%** of the cost.

Rates:	
Small bus	.46
Large bus	$1.03
Riders	.26
Family	.23

Block Grant of $53,500,000.00 would be **62.59%** of the cost.

Rates:	
Small bus	.51
Large bus	$1.13
Riders	.29
Family	.25

Block Grant of $58,500,000.00 would be **68.42%** of the cost.*

Rates:	
Small bus	.55
Large bus	$1.24
Riders	.31
Family	.28

*This would bring the funding to approximately 70% of the state composite cost based on last year's costs.

SEE APPENDIX B for calculations.

SEE APPENDIX C for additional monies to a sampling of districts at the %58,500,000 level.

Summary:

1. Transportation cost continues to rise.

2. The transportation block grant payments are not keeping up.

2. Transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times only increases academic achievement.

3. When property tax relief reduced up to 75 mills of the General Fund funding and provided up to 70% of funding for schools without addressing transportation adequately (i.e. similar % rate to per pupil payments). Therefore, the mills are simply shifted to transportation cost.

4. It is not a large school - small school issue. All schools are absorbing transportation cost with general fund monies (local property mill levy) that could be used for salaries, curriculum, technology, other instructional costs, or even to decrease property taxes.

5. It is with this data that the NDSOS membership is requesting that your committee address this issue with the recommendation for the Transportation Block Grant within the DPI Budget for upcoming biennium is increased to $58,500,000.

Respectfully Submitted,

Wayne Levang, Ex Dir
North Small Organized Schools

APPENDIX A

TRANSPORTATION COST

As a % of school district's budget

	2008	2009	2010	Mills
Adams	6.50%	7.45	12.60%	119.78 x .1260 = 15.09
Ashley	6.65	7.34	6.72	125.15 x .0672 = 8.41
Beulah	5.49	7.21	5.44	142.51 x .0544 = 7.75
Bismarck	1.83	1.64	1.74	142.03 x .0183 = 2.59
Bowman	7.89	7.49	4.64	98.43 x .0464 = 4.56
Carrington	6.81	7.94	7.29	116.85 x .0729 = 8.51
Cavalier	4.36	4.49	3.79	127.00 x .0436 = 5.53
Dakota Prairie	8.51	10.46	8.44	115.00 x .0844 = 9.70
Devils Lake	4.65	5.28	4.99	133.53 x .0499 = 6.66
Dickinson	2.75	2.57	1.84	122.36 x .0184 = 2.25
Edgeley	8.20	8.39	8.03	146.50 x .0803 = 11.76
Edinburg	5.76	8.31	6.53	123.00 x .0653 = 8.03
Elgin-New Leipzig	12.24	12.35	8.90	130.00 x .0890 = 11.57
Fargo	2.25	2.41	2.41	221.77 x .0241 = 5.34
Grand Forks	.90	.88	1.89	139.35 x .0189 =2.63
Jamestown	2.33	2.39	2.19	161.38 x .0219 = 3.53
Lisbon	4.90	6.53	4.23	137.32 x .0423 = 5.80
Maddock	9.08	9.68	8.15	120.00 x .0815 = 9.78
McKenzie Co	9.50	10.68	11.90	105.00 x .1190 = 12.49
Minot	1.16	1.10	1.40	133.40 x .0140 = 1.86
Parshall I	5.25	3.90	6.59	104.70 x .0659 = 6.89
TGU	9.01	9.35	8.67	122.97 x .0867 = 10.66
Tioga	6.07	8.74	7.23	106.75 x .0723 = 7.71
Wahpeton	3.51	4.39	4.06	134.08 x .0406 = 5.44

Appendix B

State Composite

Transportation Worksheet SB2150 Block Grant

	Rate	Miles	Rides		Total
Small Bus	0.46	917257.5	xxxxxxxx	$	421,938.45
Large Bus	1.03	19675124	xxxxxxxx	$	20,265,378.03
Rides	0.26	xxxxxxxx	13023899	$	3,386,213.74
Family to School	0.23	350613.9	xxxxxxxx	$	80,641.20
Family to Bus	0.23	222041.7	xxxxxxxx	$	51,069.59
Total Transportation Reimbursement Year				$	24,205,241.01
District Expenditures				**$**	**42,533,479.05**
Reimbursement Cap - 90% of transportation expenditures				$	38,280,131.15
Block Grant Total (lessor of 90% cap or total)				$	24,205,241.01

Percentage of cost reimbursed **56.91%**

Transportation Worksheet with Additional funding

	Rate	Miles	Rides		Total
Small Bus	0.51	917257.5	xxxxxxxx	$	467,801.33
Large Bus	1.13	19675124	xxxxxxxx	$	22,232,890.12
Rides	0.29	xxxxxxxx	13023899	$	3,776,930.71
Family to School	0.25	350613.9	xxxxxxxx	$	87,653.48
Family to Bus	0.25	222041.7	xxxxxxxx	$	55,510.43
Total Transportation Reimbursement				$	26,620,786.06
District Expenditures				**$**	**42,533,479.05**
Reimbursement Cap 90% of transportation expenditures				$	38,280,131.15
Block Grant Total (lessor of 90% cap or total)				$	26,620,786.06

Percentage of cost reimbursed **62.59%**

Transportation Worksheet (Proposed for 2011-13)

	Rate	Miles	Rides		Total
Small Bus	0.55	917257.5	xxxxxxxx	$	504,491.63
Large Bus	1.24	19675124	xxxxxxxx	$	24,397,153.76
Rides	0.31	xxxxxxxx	13023899	$	4,037,408.69
Family to School	0.28	350613.9	xxxxxxxx	$	98,171.89
Family to Bus	0.28	222041.7	xxxxxxxx	$	62,171.68
Total Transportation Reimbursement				$	29,099,397.64
District Expenditures				**$**	**42,533,479.05**
Reimbursement Cap 90% of transportation expenditures				$	38,280,131.15
Block Grant Total (lessor of 90% cap or total)				$	29,099,397.64

Percentage of cost reimbursed **68.42%**

Dollars for Districts

APPENDIX C

Transportation Worksheet (Proposals for 2011-13)
Using Mandan as an expamle of how this is figured

COSTS FOR THESE RATES				***$***	***48,410,482.00***	***$***	***58,198,796.00***
	Rate	Miles	Rides		Total	Rate		Total
Small Bus	0.44	10440	xxxxxxxx	$	4,593.60	0.55	$	5,742.00
Large Bus	0.93	362675	xxxxxxxx	$	337,287.75	1.24	$	449,717.00
Rides	0.24	xxxxxxxx	682558	$	163,813.92	0.31	$	211,592.98
Family to School	0.20	2376	xxxxxxxx	$	475.20	0.28	$	665.28
Family to Bus	0.20		xxxxxxxx	$	-	0.28	$	-
Total Transportation Reimbursement				$	506,170.47		$	667,717.26
District Increase							**$**	**161,546.79**

Adams	$	20,840.80
Ashley	$	33,577.19
Beulah	$	62,269.31
Bismarck	$	182,886.95
Bowman	$	57,108.95
Carrington	$	51,156.07
Cavalier	$	22,355.06
Dakota Prairie	$	93,347.18
Devils Lake	$	139,333.70
Dickinson	$	57,715.42
Edgeley	$	34,952.98
Edinburg	$	43,943.87
Elgin-New Leipzig	$	43,028.05
Fargo	$	222,062.59
Grand Forks	$	138,359.48
Jamestown	$	112,467.00
Lisbon	$	40,949.16
Maddock	$	102,502.65
McKenzie Co	$	102,502.65
Minot	$	35,247.00
Parshall	$	27,917.86
TGU	$	88,976.88
Tioga	$	37,886.35
Wahpeton	$	56,513.88

Transportation	2007	2008	2009	2010
Number of Pupils Transported	38,096	38,442	37,748	38,371
Cost of Transportation	36,228,595	37,133,249	43,119,410	42,992,588
Average Transportation Cost per Pupil	950.99	965.96	1,142.29	1,120.52
Total Annual Mileage	22,039,176	21,584,342	21,218,019	20,891,084
Average Transportation Cost per Mile	1.64	1.72	2.03	2.06
State Funding (large bus)	.735	.735	.92	.92
Percentage of State Funding	44.8%	42.7%	45.3%	44.6%

What goes into these figures?

A. **Cost of vehicle –**

	Aug 2008	Aug 2010	
48 Passenger Bus	71,329	79,329	**Increase 10.5%**
14 Passenger Bus	48,878	56,637	**Increase 15.8%**

B. Maintenance-The costs vary greatly depending on age of fleet but all districts are seeing an **Increase.**

C. **Salary of Drivers-**

	20.57	21.70	
	10.20	11.00	
	10.50	10.50	
	10.50	15.25	
	14.30	15.24	
	17.90	19.73	
	15.45	17.01	
	12.55	13.50	
	15.75	16.25	
Average	127.72/9 = 14.19	140.18/9= 15.75	**Increase 11.0%**

D. **Cost of Fuel**

	Aug 2008	Aug 2010
Diesel	4.31[1]	2.85[1] (Current 3/12/2011 = 3.999)[2] **Decrease 20.8%**
Gas	3.70[1]	2.61[1] (Current 3/12/2011 = 3.649)[2] **Decrease 9.4%**

[1]Johnson Oil or Rolette [2]Petro Serve Station in Bismarck

SB 2013
Dept. of public Inst.
3/21/11
attachment #11

March 15, 21st, 2011

Testimony on SB2013
House Appropriations and Education Committee Joint Hearing

Josh Askvig
701-223-0450 – josh.askvig@ndea.org

Mr. Chairman and Madame Chair, members of the House Appropriations Education and Environment, and Education Committees, for the record my name is Josh Askvig and I represent the North Dakota Education Association (NDEA). I appear before you today to offer comment on SB2013 and suggest an amendment in regards to the National Board Certification fund.

I want to begin my testimony by clearly stating that NDEA does not oppose or necessarily support any of the initiatives that the Senate Appropriations Committee funded by eliminating the National Board Certification Fund in its version of SB2013. We simply are opposed to the elimination of the fund as recommended in section 19 of SB2013.

Let me begin by giving you a brief history of the National Board Certification stipends and the fund and explaining our understanding of why this amendment was put in place by the Senate.

The 1999 Legislative Assembly established a stipend for teachers who achieve National Board Certification. National Board Certification is a program put on by the National Board of Professional Teaching Standards. It is recognized as an advanced teaching credential that complements a state's teacher license. According to the National Board's website "National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available nationwide for most PreK–12 teachers." The certificate is good for 10 years.

In short it is an advanced certificate that promotes an individual's mastering their teaching profession. In addition to the stipend, the Legislative Assembly passed legislation authorizing the Education Standards and Practices Board to provide funding to cover half the cost of applying to be a National Board Certified teacher.

This was done to encourage individuals to become Nationally Board Certified. Both the stipends and the cost of the application are included in the line item on page 2 line 10 of the engrossed bill.

The National Board Certification Fund was established by the 2009 Legislative Assembly. It was established to ensure that those who qualify for the stipend were provided for in statute receive it. The fund currently is managed by the State Investment Board. In the last year it earned a little over $1,200 in interest. As you can probably surmise, this does not cover many $1,000 stipends. Part of the reason it earned little in interest was because of the investment standards of the State Investment Board. Thus, the $500,000 fund was able to earn little, which is why the Senate eliminated the fund.

That is why HB1094 was introduced. I have attached a copy of this legislation for your review. This bill, which the House passed 82-10 before cross-over, moves the management of the National Board Certification fund from the State Investment Board to the State Treasurer's office. It would give the fund some additional flexibility to earn interest and improve the fund's ability to pay stipends. With this change we believe the fund will be better able to off-set the appropriations needed to fund National Board Certification stipends.

As you can probably figure out, it will be very difficult to fund 30 stipends with only a $500,000 fund. We agree and propose a solution to help the fund grow. We think that the unexpended money in the National Board Certification line item on page 2 line 10 be allowed to transfer as part of the corpus of the National Board Certification Fund.

We think making these changes and the passage of HB1094 will improve the fund's ability to provide stipends and ensure that future teachers are rewarded for their mastery. We also, think this will ensure that future legislators will have to provide less in appropriations and can instead fund some of these stipends out of the National Board Certification Fund interest and eventually all of them.

I appreciate your time today, and we would be happy to work with the committee to draft amendments to ensure the fund remains intact and to provide a roll-over of unused appropriated funds. I would be happy to answer any questions

Results: 1 of 32

David Bartz MANDAN 1 Generalist/Middle Childhood	Mandan, ND **Valid Until:** 11/22/2012 **Year Achieved:** 11/22/2002
Gail Beaudoin BISMARCK 1 English Language Arts/Adolescence and Young Adulthood	Bismarck, ND **Valid Until:** 11/19/2014 **Year Achieved:** 11/19/2004
Amy Benz BEULAH 27 English Language Arts/Early Adolescence	Beulah, ND **Valid Until:** 11/30/2019 **Year Achieved:** 11/30/1999 *Renewed
Karrie Bohan GRAND FORKS 1 Exceptional Needs Specialist/Early Childhood through Young Adulthood	Grand Forks, ND **Valid Until:** 11/30/2020 **Year Achieved:** 11/30/2000 *Renewed
Glorianne Bradshaw VALLEY 12 Generalist/Early Childhood	Crystal, ND **Valid Until:** 11/19/2014 **Year Achieved:** 11/19/2004
Susan Forster BISMARCK 1 Mathematics/Adolescence and Young Adulthood	Bismarck, ND **Valid Until:** 11/19/2020 **Year Achieved:** 11/19/2010
Jill Grzadzielewski English Language Arts/Early Adolescence	ND **Valid Until:** 11/30/2009 **Year Achieved:** 11/30/1999
Misti Guelld BISMARCK 1 Generalist/Middle Childhood	Bismarck, ND **Valid Until:** 12/13/2016 **Year Achieved:** 12/13/2006
Crystal Halseth MINOT 1 Science/Adolescence and Young Adulthood	Minot, ND **Valid Until:** 11/21/2018 **Year Achieved:** 11/21/2008
Joan Hansen MINOT 1 Art/Early Adolescence through Young Adulthood	Minot, ND **Valid Until:** 11/21/2013 **Year Achieved:** 11/21/2003
Linda Hoag BISMARCK 1 Exceptional Needs Specialist/Early Childhood through Young Adulthood	Bismarck, ND **Valid Until:** 12/13/2016 **Year Achieved:** 12/13/2006

Robin Jossart BISMARCK 1 Science/Adolescence and Young Adulthood	Bismarck, ND **Valid Until:** 11/21/2013 **Year Achieved:** 11/21/2003
Arlene Juhl-Vandal ST JOHN 3 Generalist/Early Childhood	Saint John, ND **Valid Until:** 11/21/2018 **Year Achieved:** 11/21/2008
Joseph Kennedy FARGO 1 Mathematics/Adolescence and Young Adulthood	Fargo, ND **Valid Until:** 11/22/2012 **Year Achieved:** 11/22/2002
Susan Klabunde WEST FARGO 6 Generalist/Middle Childhood	West Fargo, ND **Valid Until:** 12/13/2016 **Year Achieved:** 12/13/2006
Ellen Knudson Generalist/Early Childhood	ND **Valid Until:** 11/30/2009 **Year Achieved:** 11/30/1999
Julia Koble MINOT 1 Science/Adolescence and Young Adulthood	Minot, ND **Valid Until:** 11/22/2012 **Year Achieved:** 11/22/2002
Ruby Lawler Generalist/Early Childhood	ND **Valid Until:** 11/30/2010 **Year Achieved:** 11/30/2000
Kathleen Lentz VALLEY CITY 2 Generalist/Middle Childhood	Valley City, ND **Valid Until:** 11/19/2014 **Year Achieved:** 11/19/2004
Linda Maize BEULAH 27 Generalist/Early Childhood	Beulah, ND **Valid Until:** 11/22/2012 **Year Achieved:** 11/22/2002
Kristi Ann Marks FARGO 1 Generalist/Middle Childhood	Fargo, ND **Valid Until:** 11/21/2013 **Year Achieved:** 11/21/2003
Myron Masset English Language Arts/Adolescence and Young Adulthood	ND **Valid Until:** 11/30/2010 **Year Achieved:** 11/30/2000
Kim Mc Vicar Science/Adolescence and Young Adulthood	ND **Valid Until:** 11/30/2009 **Year Achieved:** 11/30/1999
Donna Marie Nestoss BISMARCK 1 Generalist/Early Childhood	Bismarck, ND **Valid Until:** 11/22/2012 **Year Achieved:** 11/22/2002

Katherine Pole
BISMARCK 1
Social Studies - History/Adolescence and Young Adulthood

Bismarck, ND
Valid Until: 11/19/2014
Year Achieved: 11/19/2004

Karen Preszler
BISMARCK 1
Generalist/Middle Childhood

Bismarck, ND
Valid Until: 12/13/2016
Year Achieved: 12/13/2006

Kimberly Rensch
FARGO 1
English Language Arts/Early Adolescence

Fargo, ND
Valid Until: 11/21/2018
Year Achieved: 11/21/2008

Mary Sandbo
UNITED 7
Science/Adolescence and Young Adulthood

Des Lacs, ND
Valid Until: 11/19/2014
Year Achieved: 11/19/2004

Linnett Schmidkunz
BISMARCK 1
Generalist/Middle Childhood

Bismarck, ND
Valid Until: 11/09/2017
Year Achieved: 11/09/2007

Carol Schneider

English Language Arts/Adolescence and Young Adulthood

ND
Valid Until: 11/15/2011
Year Achieved: 11/15/2001

Anna Sell
ELLENDALE 40
Generalist/Middle Childhood

Ellendale, ND
Valid Until: 11/21/2013
Year Achieved: 11/21/2003

Teresa Tande
DEVILS LAKE 1
English Language Arts/Early Adolescence

Devils Lake, ND
Valid Until: 11/19/2014
Year Achieved: 11/19/2004

NBPTS
National Board for Professional Teaching Standards

What is National Board Certification?

What Is National Board Certification?

National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. It is valid for 10 years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs.

National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available nationwide for most preK–12 teachers.

As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge.

Why Standards for Accomplished Teaching?

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. NBPTS Standards are based on the Five Core Propositions that form the foundation for what all accomplished teachers should know and be able to do and provide a reference that helps educators link teaching standards to teaching practice.

Five Core Propositions

Teachers are committed to students and their learning.

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers are responsible for managing and monitoring student learning.

Teachers think systematically about their practice and learn from experience.

Teachers are members of learning communities.

What Are the Standards and Certificate Areas?

NBPTS developed standards for accomplished teaching in 16 different subject areas with students at various developmental levels. These standards were developed and validated by representative committees comprised of master teachers, disciplinary organizations and other education experts. Many school systems use the standards as the basis for ongoing teacher and school counselor professional development, and many colleges and universities incorporate them into their undergraduate and graduate teacher-education programs.

Based on these standards, NBPTS offers 25 certificates that are applicable to most teachers in American schools. For more information, see the chart at nbpts.org/certificates.

1	2	3		4	5	6	7
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2009-11 PASS-THROUGH GRANTS APPROPRIATION (Base Budget)		2011-13 PASS-THROUGH GRANT REQUESTS	2011-13 EXECUTIVE RECOMMENTATION	DIFFERENCE BE-TWEEN REQUEST & RECOMMENDATION (Column 5 - Column 4)	2011-13 SENATE VERSION
11	North Dakota Museum of Art	$345,000		$35,000	$15,000	($20,000)	$380,000
12	Red River Writing Project	$70,000		$5,000	$0	($5,000)	$75,000
13	We The People Program	$18,000		$4,000	$4,000	$0	$22,000
14	Young Entrepeneur Education Program	$100,000		$100,000	$10,000	($90,000)	$120,000
15	North Central Council of School Television	$445,000		$75,000	$0	($75,000)	$445,000
16	North Dakota Governor's School	$410,000		$80,000	$0	($80,000)	$410,000
17	Northern Plains Writing Project	$83,000	[3]	$0	$0	$0	$83,000
18	North Dakota Teacher Center Network	$360,000		$180,000	$0	($180,000)	$360,000
19	Education Standards & Practices Board	$102,500		$82,500	$82,500	$0	$185,000
20	Education Standards & Practices Board	$0		$200,000	$200,000	$0	$200,000
21	North Dakota LEAD Center	$260,000		$15,000	$0	($15,000)	$260,000
22	Early Childhood Learning Council	$0	[2]	$20,000	$20,000	$0	$20,000
23	Atlantik-Brucke (NDSBA)	$75,000	[3]	$0	$0	$0	$75,000
	TOTAL GENERAL FUNDS	**$2,268,500**		**$796,500**	**$331,500**	**($465,000)**	**$2,635,000**

[2] $20,000 - Federal Fiscal Stabilization Funds

[3] Continued Funding/No Increase Requested

Dept. of Public Instruction
SB 2013
3/25/11
attachment #1

SB 2013
Department of Public Instruct.
03/08/11 3/25/11
attachment # 2

STATEMENT OF PURPOSE OF AMENDMENT:

enate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increase Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - State Library - Senate Action

The Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

1 Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

2 One-time funding is added to purchase a tractor.

SB 2013
Dept. of Public Inst.
3/25/11
from attachment # 8

8. Adult Education Learning Centers

The federal allocation has decreased the past two years from $1,597,000 to $918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **$922,000**. This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **$634,800**. Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.

There continues to be a significant need for rural satellite centers; during the 2011-2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **$91,200**. During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **$152,000**. During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional $ 1,800,000.00 in General Funds for the Adult Education Program.

9. ND Moving to Improve Learning for Everyone (NDMILE)

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be $500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes $150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity

staff for Representative Skarphol
March 2011

BILLS AND RESOLUTIONS UNDER CONSIDERATION THAT AFFECT ELEMENTARY AND SECONDARY EDUCATION

Senate Bill No. 2013 provides the funding for the Department of Public Instruction, School for the Deaf, North Dakota Vision Services - School for the Blind, and the State Library. The bill also provides funding for mill levy reduction grants and a contingent appropriation for school district deferred maintenance and physical plant improvement grants. The table below lists other major bills and resolutions under consideration by the 2011 Legislative Assembly as of March 23, 2011, that affect elementary and secondary education.

Bill/ Resolution No.	Description	2011-13 Biennium Appropriations Included in Other Education Bills			Estimated 2011-13 Biennium Fiscal Impact		
		General Fund	Special Funds	Total	General Fund	Special Funds	Total
1029	Relates to **school approval** and payment reductions for unaccredited schools						
1030	Increases the number of minimum full **days of instruction** under severe weather or other emergency conditions and provides for portions of days missed to be added together when requesting a gubernatorial waiver of required class rescheduling						
1047	Includes transfers from the permanent oil tax trust fund and an appropriation to provide for a continuation of property tax relief and **mill levy reduction grants** to school districts	$341,790,000		$341,790,000	$341,790,000		$341,790,000
1049	Directs the Superintendent of Public Instruction to conduct a **study of Indian education issues** and report to the Legislative Management						
1074	Expands eligibility for **state reimbursement for education** and related costs for students voluntarily placed in residential child care homes or facilities and in boarding care programs within their school district of residence	708,000		708,000	1,000,000		1,000,000
1094	Provides that funds in the **national board certification fund** are to be invested by the State Treasurer rather than the State Investment Board						
1373	Provides $1 million from the general fund to the Department of Human Services for grants to federally designated **Head Start programs**	1,000,000		1,000,000	1,000,000		1,000,000
1465	Relates to the **prevention of bullying** in public schools						
3004	Directs the Legislative Management to **study Indian education issues**, including a fair and equitable allocation of all state and federal educational funding						
3018	Amends the state constitution to provide that if the deposits of oil extraction tax revenues into the **foundation aid stabilization fund** would cause the fund to increase by more than 2 percent each year, the excess amount must be deposited in the common schools trust fund				(32,000)		(32,000)

SB 2013
DPI
3/28/11
Handout #1

Bill/ Resolution No.	Description	2011-13 Biennium Appropriations Included in Other Education Bills			Estimated 2011-13 Biennium Fiscal Impact		
		General Fund	Special Funds	Total	General Fund	Special Funds	Total
3046	Amends the state constitution to remove the Superintendent of Public Instruction and the State Board of Higher Education and create a department of education beginning on January 1, 2015, to oversee and administer the provision of all public education in the state	The effect on expenditures cannot be determined			The effect on expenditures cannot be determined		
2150	Incorporates the recommendations of the North Dakota Commission on Education Improvement relating to the coordination of student information systems, early childhood education, regional education associations, the Professional Development Advisory Committee, teacher mentoring, compulsory attendance, course requirements, scholarships, educational and career planning, summative assessments, kindergarten, state aid payments, early childhood education programs, transportation grants, teacher compensation, contingency payments, a contingent transfer from the Bank of North Dakota for special education, an all-day kindergarten impact report, and a Legislative Management study of teacher compensation				83,955,599	$15,338,000	99,293,599
2167	Relates to bullying policy, professional development, and prevention programs						
2281	Relates to a concussion management program						
2311	Relates to the North Dakota Teacher of the Year award						
2314	Provides grants to the Prevention Advisory Task Force	200,000		200,000	200,000		200,000
	Total	$343,698,000	$0	$343,698,000	$427,913,599	$15,338,000	$443,251,599

SB 2013
DPI
3/28/11
attachment #2
(Handout)

SchoolYear	School Name	total dropouts	StateIssuedID
2000-2001	standing rock community grant high school	11	43-900-2905
2001-2002	standing rock community grant high school	29	43-900-2905
2002-2003	standing rock community grant high school	8	43-900-2905
2003-2004	standing rock community grant high school	31	43-900-2905
2004-2005	standing rock community grant high school	19	43-900-2905
2005-2006	standing rock community grant high school	0	43-900-2905
2006-2007	standing rock community grant high school	24	43-900-2905
2007-2008	standing rock community grant high school	29	43-900-2905
2008-2009	standing rock community grant high school	10	43-900-2905
2009-2010	standing rock community grant high school	6	43-900-2905

SchoolYear	school Name	total graduates	State ID
2000-2001	Standing Rock Comm Grant High Sch	37	43-900-2905
2001-2002	Standing Rock Comm Grant High Sch	40	43-900-2905
2002-2003	Standing Rock Comm Grant High Sch	40	43-900-2905
2003-2004	Standing Rock Comm Grant High Sch	40	43-900-2905
2004-2005	Standing Rock Comm Grant High Sch	32	43-900-2905
2005-2006	Standing Rock Comm Grant High Sch	47	43-900-2905
2006-2007	Standing Rock Comm Grant High Sch	59	43-900-2905
2007-2008	Standing Rock Comm Grant High Sch	28	43-900-2905
2008-2009	Standing Rock Comm Grant High Sch	42	43-900-2905
2009-2010	Standing Rock Comm Grant High Sch	53	43-900-2905

BIA Schools - Fall Enrollment

Sum of total students		GradeName													
Name	SchoolYear	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Circle of Nations School	2001	-	-	-	-	-	40	40	60	60	-	-	-	-	200
	2002	-	-	-	-	-	40	40	60	60	-	-	-	-	200
	2003	-	-	-	-	-	40	50	60	70	-	-	-	-	220
	2004	-	-	-	-	-	28	50	65	82	-	-	-	-	225
	2005	-	-	-	-	-	20	40	60	60	-	-	-	-	180
	2006	-	-	-	-	-	20	40	70	80	-	-	-	-	210
	2007						20	40	64	76					200
	2008					4	17	14	48	49					132
	2009					8	21	21	36	55					141
	2010					13	14	30	30	37					124
	2011					11	21	27	42	36					137
Circle of Nations School Total		-	-	-	-	36	281	392	595	665	-	-	-	-	1,969
Dunseith Day Elem School	2001	14	17	16	22	21	20	20	25	21	-	-	-	-	176
	2002	17	16	15	24	20	23	22	20	20	-	-	-	-	177
	2003	15	17	14	16	16	23	18	20	16	-	-	-	-	155
	2004	17	21	17	16	17	14	22	22	20	-	-	-	-	166
	2005	15	22	18	21	20	20	16	21	22	-	-	-	-	175
	2006	19	8	22	17	19	22	19	21	16	-	-	-	-	163
	2007	21	24	7	21	13	17	22	14	12					151
	2008	20	22	23	16	20	12	19	20	16					168
	2009	20	21	22	23	11	20	15	17	20					169
	2010	25	18	14	20	22	12	18	12	14					155
	2011	30	29	20	13	16	17	12	17	11					165
Dunseith Day Elem School Total		213	215	188	209	195	200	203	209	188	-	-	-	-	1,820
Standing Rock Comm Elem School	2001	52	45	57	66	50	42	50	-	-	-	-	-	-	362
	2002	36	49	40	52	65	53	46	-	-	-	-	-	-	341
	2003	60	37	50	44	59	59	52	-	-	-	-	-	-	361
	2004	73	62	42	51	60	67	-	-	-	-	-	-	-	355
	2005	94	68	47	50	64	51	-	-	-	-	-	-	-	374
	2006	75	72	63	50	45	56	-	-	-	-	-	-	-	361
	2007	86	62	53	56	44	42								343
	2008	62	66	59	46	51	42								326
	2009	68	60	60	54	44	43								329
	2010	73	71	46	63	57	46								356
	2011	62	76	73	53	68	57								389
Standing Rock Comm Elem School Total		741	668	590	585	607	558	148	-	-	-	-	-	-	3,897

Sum of total students		GradeName													
Name	SchoolYear	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Standing Rock Comm Grant High Sch	2001	-	-	-	-	-	-	-	55	51	56	58	56	41	317
	2002	-	-	-	-	-	-	-	51	60	63	61	73	47	355
	2003	-	-	-	-	-	-	-	61	70	62	56	49	39	337
	2004	-	-	-	-	-	-	-	-	-	64	81	59	38	242
	2005	-	-	-	-	-	-	-	-	-	85	88	55	33	261
	2006	-	-	-	-	-	-	-	-	-	73	71	63	46	253
	2007										84	70	31	55	240
	2008										80	85	57	31	253
	2009										63	58	64	56	241
	2010										62	55	56	59	232
	2011										52	56	41	51	200
Standing Rock Comm Grant High Sch Total		-	-	-	-	-	-	-	167	181	744	739	604	496	2,931
Tate Topa Tribal School	2001	52	49	47	42	34	41	59	44	40	-	-	-	-	408
	2002	76	49	36	54	40	45	50	63	45	-	-	-	-	458
	2003	79	47	27	46	45	47	48	49	60	-	-	-	-	448
	2004	76	56	46	28	47	43	53	51	40	-	-	-	-	440
	2005	75	49	51	45	23	34	42	55	38	-	-	-	-	412
	2006	71	50	35	49	40	21	41	37	48	-	-	-	-	392
	2007	75	45	40	39	46	35	26	38	44					388
	2008	78	52	44	38	35	42	39	32	44					404
	2009	86	56	44	41	34	35	39	43	31					409
	2010	92	53	57	49	39	35	37	39	33					434
	2011	88	68	48	50	46	44	39	36	37					456
Tate Topa Tribal School Total		848	574	475	481	429	422	473	487	460	-	-	-	-	4,649
Theodore Jamerson Elem School	2001	21	17	21	18	17	11	10	11	12	-	-	-	-	138
	2002	16	12	18	17	13	17	15	13	13	-	-	-	-	134
	2003	20	22	17	12	14	11	14	17	7	-	-	-	-	134
	2004	21	22	17	14	15	15	14	18	15	-	-	-	-	151
	2005	23	16	23	14	23	17	22	15	13	-	-	-	-	166
	2006	32	22	17	21	14	22	8	19	14	-	-	-	-	169
	2007	33	30	27	22	20	17	11	9	12					181
	2008	41	27	31	29	21	21	20	13	6					209
	2009	21	32	23	20	11	21	15	10	9					162
	2010	31	27	25	18	27	9	19	13	6					175
	2011	32	20	26	13	16	24	10	15	10					166
Theodore Jamerson Elem School Total		291	247	245	198	191	185	158	153	117	-	-	-	-	1,785

SB 2013
Department of public Instruction
3/29/11
attachment #1

House Bill 2013 Testimony
House of Representative Educational Committee
March 29, 2011
By David Zimmerman, Physical Education and Health Teacher
North Dakota School for the Deaf (NDSD) 701-665-4400 (Relay North Dakota)

Chairman Representative Skarphol and members of the Education Committee. My name is David Zimmerman. I am the Physical Education and Health teacher at the North Dakota School for the Deaf (NDSD). I am currently in my 21st year as a teacher at NDSD.

I have been deaf since birth. I understand the challenges that confront deaf children when they try to learn a language that they have never heard. It was a challenge for me while I attended school. I was fortunate to have strong parental support from home. Many of our students at NDSD are not as fortunate as I was. Some of them lack educational and communication support from their home environment. It is why I believe it's important that deaf students have structured educational programming in a special school setting like NDSD. The NDSD environment provides our students with teachers of the deaf trained specifically to meet the needs of students who can't hear. NDSD uses specialized deaf education curriculums that meet our students' delayed language levels. Our teaching staff is proficient in the use of sign language. A sign language environment is important for students who listen with their eyes. Signed communication is an essential component for the social development of our students. It is an advantage that NDSD provides over a mainstream program. Students who attend our school are placed within this Least Restrictive Environment because of their language and communication needs. Deaf students need an academic and social network that makes them feel like normal kids – NDSD provides that type of setting.

I know there has been a lot of discussion and concern expressed regarding the high cost of educating students who are deaf. I know the cost of educating deaf students is expensive - I am well aware it because as a student, I was on the receiving end of the services funded by our state. And now, as a teacher for deaf students, I am even more aware of the financial support that our state provides in order to sustain educational programs for students who can't hear. Enrolled at NDSD or enrolled in their home schools - either way - the cost for educating deaf students is high. Deaf students require more support services than most other students with disabilities; teachers of the deaf, audiology services, interpreter and note taking services, speech and auditory training.

My vision for the future of deaf students is that North Dakota School for the Deaf will continue to operate a small but elite school for deaf students – a school so fine that it be used as a model to demonstrate the type of education programs necessary for deaf students. I believe our school's mission is to send out our trained staff to travel to other schools and agencies around ND to provide outreach services. They will assist individuals who work with the deaf (of all ages) providing them with resources and helping them develop quality programs for deaf and hard of hearing citizens no matter where they may reside.

People who can hear often have a difficult time understanding the serious impact that deafness has on the lives of those of us who can't hear. I'm speaking from personal experience when I say:

I believe that the ND School for the Deaf is an important educational option for students who are deaf or hard of hearing.

Not every deaf student requires a residential school setting but I believe it is essential that NDSD remain as a viable placement choice for those deaf students who need it.

I believe that our state must continue to provide NDSD as an educational option for deaf students.

I believe it is necessary and I believe it is important for the future of our deaf students.

Thank you! I will be happy to answer questions you may have.

SB 2013
Dept. of Public Instruction
3/29/11
Attachment #2

Executive Summary
Activities and Recommendations of

The North Dakota School for the Deaf
Future Services Plan Transition Team

".... the excellence and successes of the past blended with the opportunities of the future."

Submitted to:

The North Dakota Department of Public Instruction (NDDPI)

By:

THE CONSENSUS COUNCIL, INC.

The Consensus Council, Inc.
1003 E Interstate Ave - Suite #7
Bismarck, ND 58503-0500

July 22, 2010

"What matters deafness of the ears when the mind hears?
The one true deafness, the incurable deafness, is that of the mind."
----- Victor Hugo

Executive Summary

The Task:

The North Dakota School for the Deaf Future Services Plan Transition Team, a group of 13 individuals (attached) representing a broad-based constituency, selected and appointed by the ND Superintendent of Public Instruction was charged with the task of identifying a plan for and meet the changing needs of deaf and hard of hearing students and citizens of the state as mandated in HB 1013, Section 19 (attached).

The Process:

The Department of Public Instruction contracted with the Consensus Council, Inc., a private, neutral third party, to facilitate the process and assist the Transition Team in developing and documenting their conclusion and recommendations.

The Transition team members participated in a series of 8 meetings, (October 2009 through June 2010) held in Bismarck and Devils Lake, and utilized a consensus-based decision-making process to receive, review, assess, distribute and evaluate a substantial quantity of information to drive its activities. A specific documentation process was employed to ensure that all aspects of the process were recorded and available for future reference.

The Transition Team defined its role and established a set of values that it agreed to utilize in making their decisions and forming their recommendations. In addition to the responsibilities of the Transition Team members to represent their respective constituencies, efforts were ongoing to encourage openness and transparency by providing opportunities for public participation and input and venues for the sharing and posting of information and materials.

The Transition Team intends its efforts to provide the ND Department of Public Instruction with a product that is not *"business as usual,"* but a *"reflection of the excellence and successes of the past blended with the opportunities of the future."*

The Conclusions and Recommendations:

The Transition Team addressed and responded specifically to each of the six (6) components identified in HB 1013. These recommendations are included in this summary (attached) and should be reviewed for their specific content. However, for the purposes of this summary, the themes and broader focus of the Transition Team's conclusions will be highlighted.

History and Tradition:

The NDSD has a long, proud and successful tradition of providing a quality residential education to students who are deaf or hard of hearing. It is the Transition Team's position that this history exemplifies the process of innovation and change and serves as the solid foundation upon which a quality set of services can be based for the future. This includes recognition of the individualized needs of the students, an acknowledgement of the diverse philosophies relative to deaf education, and a respect for cultural and social uniqueness. The Transition Team addressed and established as false the perception and fear that its mission was a camouflaged initiative to "close the school." Rather, the Transition Team's recommendations embrace and support the

continued availability of existing services in an integrated service-delivery system based on individual needs and choices. Additionally, the Transition Team supported the preservation of and access to the materials, artifacts and memorabilia (including the pond and the bridge) that reinforce the link/bridge from the past, to the present, and on to the future.

Continuum of Service:

Of significant note is the expanded scope of services that the Future Services Plan is expected to include – NDSD's former focus on school age children has changed to a clear responsibility for services to infants through senior citizens who are deaf or hard of hearing. The expansion of this parameter and the respective charge that it conveys to the Department of Public Instruction cannot be adequately addressed without a reciprocal acceptance of the need for increased resources and support.

The Transition Team undertook an extensive process that first identified the profiles of the service populations and then moved on to inventory their respective needs, the services currently available, the existing gaps in services, and the proposed/potential service and program options needed to close the gaps.

The Transition Team recognized and accepted the fact that it was unrealistic to expect its product could include the answers to all of the questions, responses to all of the needs and a plan/blueprint that would address all of the issues. The Transition Team chose to address this limit and its responsibilities by embracing the concept of a comprehensive continuum of services and the establishment of an organizational structure within which such a continuum could develop, expand and respond to the current needs and those yet to be identified. Subsequently, it was also apparent to the Transition Team members that the actions, activities and initiatives necessary to establish and maintain the continuum could only be achieved by a steady and ongoing, long-term process endowed with the necessary resources, authority, oversight and flexibility. This became a primary focus and ultimately the "pillar" recommendation of the Transition Team.

To provide this structure and organization the Transition Team recommended that "…. North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age." The Transition Team identified specific structures, roles and responsibilities relative to the NDSD/State Center of Excellence (attached). Conjunctive with this recommendation, the Transition Team recommended the establishment of the "NDSD/Center of Excellence Advisory Council (a previous iteration of this group was the NDSD Advisory Council which has not been meeting regularly for some time) with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, alumni, administrators, legislators, services partners and Future Services Plan Transition Team representatives. It is expected that this group will have an active role in the development and ongoing operations of the NDSD/State Center of Excellence.

The Transition Team acknowledged the need for further development of an actual strategic plan and an ongoing outcomes-based process to assess and evaluate needs, progress and effectiveness. The NDSD/State Center of Excellence will serve as the central responsible entity for research, data gathering and information (and referral) regarding issues related to deafness and hearing loss.

Partnerships/Collaboration:

The vision and mission of the NDSD/State Center of Excellence is one of partnership, cooperation and collaboration. The Transition Team rejects the idea of duplication of services and endorses the critical nature and value of working with existing providers and stakeholders on the local, state, regional and national levels. This same collaborative/partnership approach is envisioned for the development of new programs and services, sharing of information and best practices models, purchase and provision of fees for service, and an overall strategy that employs and utilizes the separate and combined knowledge, expertise, strengths and resources of all stakeholders (parents and families, local school districts, the ND Department of Human Services, ND Vocational Rehabilitation, colleges and universities, non-governmental organizations, state, regional and national associations, etc.) to meet the needs while developing and providing services directly only in those cases where it is not or cannot be done alternatively.

Empowerment/Advocacy/Information/Referral:

The Transition Team recognizes and supports the development of philosophies, values and services that promote and support the individual (and family). Noting that choice is a matter of individual freedom and should not be forfeited because of any disability, the Transition Team is cognizant of the fact that, if there are no attractive or accessible options available, the reality is that there is no choice. Individuals who are deaf or hard of hearing (and their families) must be provided with the information necessary to make a decision or choice, and assisted to develop and supported to exercise the skills needed to advocate for themselves. Similarly, deaf and hard of hearing individuals represent the most significant component of the stakeholder pool and should share in the processes, decisions and responsibilities of their own service plans and the planning for future services. The Transition Team considers this value to be intrinsic and integral to all aspects of the continuum of services.

Technologies:

The unique demographics and geography of North Dakota assert some challenging demands on the provision of and accessibility to services. Additionally, advances in care, treatment, and educational approaches are coming on scene with increasing speed. The Transition Team recognized this and determined that a significant level of effort and investment must be made in identifying, implementing and sustaining technologies that support these advances and opportunities and efficiencies they represent.

Efficiencies and Good Stewardship:

The Transition Team values the service needs of the "individual" and respects the costs of meeting those needs. These components are not mutually exclusive, but carry with them the need for an honest commitment to make the difficult decisions and budgetary

choices for the right reasons and, with both long and short-term goals in mind. "…. There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing funds and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor."

The Transition Team agreed that this approach should be true for the thoughtful and planned use of the campus and its facilities, as well as, the development of revenue generating activities. The Transition Team was appropriately concerned that a number of planning activities relative to both of these concerns were taking place simultaneously, and virtually without any communication and coordination between the groups involved. The Transition Team supported the basic goals of the various efforts, but recommended that they be joined and coordinated and that campus planning and efforts to generate revenue be done in sync with the Future Services Planning efforts (under the purview of the NDSD/State Center of Excellence Advisory Council).

Next Steps:

With the submission of the completed report, the "next steps" officially rest with the North Dakota Department of Public Instruction. It is understood that the recommendations of the Transition Team are just that, recommendations, that the Department of Public Instruction is under no obligation to accept all or any of them. It is the hope that the work of the Transition Team represents a valuable outline of opportunities based on the extensive work that they have done and the consensus that they have achieved.

The Transition Team has offered a number of specifics related to the tasks it was assigned, the needs and gaps in services, the development of a NDSD/State Center of Excellence and other options. The Transition Team has provided an initial draft of a "phase-in" outline and its membership, to a person, has expressed a willingness to continue their involvement in the further development of the plan and its implementation. This may include efforts to secure support for the plan, legislative advocacy, and potential membership on the NDSD/State Center of Excellence Advisory Council.

Appreciation:

This report and its recommendations would not have been possible without the consistent hard work, commitment, time, energy and goodwill of the members of the Transition Team and the support staff from the ND Department of Public Instruction. Their personal and professional investments and subsequent willingness to continue to work with and support the Future Services Plan truly reflect "the excellence and successes of the past blended with the opportunities of the future." Their efforts are expected to have a positive impact for years to come.

North Dakota School for the Deaf
Future Services Plan
Transition Team Members

NDSD Future Services Plan
Transition Team Contact List

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SB 2013
Department of Public Inst.
3/29/11
attachment # 2A

North Dakota School for the Deaf
Future Services Plan Transition Team Recommendations

Recommendations Specific to HB 1013 - Section 19

In providing these observations and recommendations, the NDSD Future Services Plan Transition Team wishes to ensure that their work will not be viewed or handled as "just another study." Rather, their efforts have been directed to provide the ND Department of Public Instruction with a product that is not "business as usual," but a "reflection of the excellence and successes of the past blended with the opportunities of the future." The members of the Transition Team are prepared to assist in carrying their recommendations forward in a realistic manner.

Task #1:

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

Transition Team Observations and Recommendations:

The Transition Team spent a significant portion of its time on this task. The Team developed a series of profiles (age groups) and compiled extensive information regarding available services, gaps in service, and recommended/needed services for each profile group (See: *Service Needs Grid*, Addendum #6). The Transition Team believes that this work represents information that is significant, not only within the current service environment, but also as a key component in planning and service development (strategic plan).

This effort must be considered in conjunction with the primary recommendation and central pillar of the Future Services Plan, the establishment of the NDSD/State Center of Excellence (a recommendation that is more specifically defined in a later section). The focus of future services, as envisioned by the Transition Team, is one of:

- Developing and defining a clear mission;
- Identifying needs and service gaps;
- Collaborating and partnering with other groups, agencies and organizations to provide the services; and
- Establishing a structure with the authority, resources and flexibility to address these points in a specific and ongoing manner.

Task #2:

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

Transition Team Observations and Recommendations:

The current trends, demands and changes relative to educational and other services for individuals who are deaf or hearing-impaired are neither unique nor exclusive to North Dakota. While these factors are being addressed by other states in a variety of ways, the NDSD Future Services Plan Transition Team chooses to recommend and endorse an ongoing, open relationship with all providers. The Team expects that this type of

approach will foster the identification of potential partnerships and encourage the establishment of a network of partners and collegial relationships that will support the development of the types of partnerships and initiatives envisioned by the Legislature.

It must be noted that NDSD is an active member of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and NDSD staff participate in monthly conference calls and attend regional and national CEASD conferences. Additionally, the ND Department of Public Instruction and other groups and organizations are engaged in local, state, regional and national organizations that support this type of approach. The Team recognizes that it is not identifying or recommending specific partnerships at this time, but wishes to compliment the existing and potential options with the clear understanding that the proposed NDSD/State Center of Excellence will be the organizing and coordinating catalyst for future endeavors.

Currently, there are no "out of state students" enrolled at NDSD. However, ND Century Code 25-07-05 clearly allows for this option -

> "A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the School for the Deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of the state to the exclusion of a child who is a resident of this state."

Based on the Individualized Education Program (IEP) planning process, North Dakota students could be placed at an out-of-state program with tuition based on the fee structure of the specific agency.

The Transition Team believes that these two options represent a tiny fraction of the potential opportunities that exist to effectively, efficiently and economically address ".....the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired" in North Dakota.

The Transition Team recommends that the NDSD/State Center of Excellence Advisory Committee take an active interest and role in this component and suggests that efforts to pursue these types of partnerships be identified, prioritized and addressed through the strategic planning process.

Task/Goal #3:

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

Transition Team Observations and Recommendations:

The values developed and adopted by the Transition Team throughout their work reflect a desire that any proposed services for individuals who are deaf or hard of hearing be of the highest quality, and that ND be seen as a leader in the field. Consistent with this

goal, the Transition Team reviewed specific documents and materials throughout their meetings to build their awareness of current research findings as well as local, state, national and international trends in the education of deaf or hard of hearing individuals. Further, expert representation on the Transition Team contributed relevant research data and reported current developments from national conferences as needed.

Following is a brief outline of areas covered in the presentations, documents, reviews, discussions and reports:

- History of NDSD
- Education Philosophies
- Current Services
  - NDSD
  - Local Schools
  - DPI
- Facility Inventory
- Demographics – Current and Future Projections/Trends
  - Youth/Adults
  - Rural/Urban
- Past Initiatives/Studies
- Public Input
  - Parents/Families
  - Students/Alumni
  - Educators
  - General Public
- Best Practices
  - National Programs and Trends
  - State Programs and Trends
  - Local Programs and Trends
- Economic Concerns/Issues – General and Specific
- Local/State Impacts and Options
- Budget Info/Issues
- Various Articles and Publications

A comprehensive listing of the documents, resources and other information reviewed by the Transition Team was referenced earlier.

Task #4:

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

Transition Team Observations and Recommendations:

Previous sections of this report have provided a broad perspective of the meeting process. The Transition Team values the energy, efforts and commitment of its members and is comfortable that it has "done its work" throughout this initiative. The materials, specifically the meeting summaries, provide a more detailed description of their activities and discussions and Transition Team members encourage the recipients of this report to review those materials. All of the information and materials may be accessed on the NDSD website: www.ndsd.gov.

Task #5:

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

Transition Team Observations and Recommendations:

There are efforts currently underway at NDSD to develop and expand operational services and options that can serve as revenue generators. These include:

- Rental of unused space (current entities renting space include EduTech, Department of Commerce, Protection and Advocacy, Head Start, and Martial Arts Program);
- Provision of Interpreter Services; and
- Tuition for ASL (American Sign Language) IVN classes from participating North Dakota high schools through the Northeast Education Services Cooperative.

Under the direction of the current administration and with the expected assistance and direction of the NDSD/State Center of Excellence Advisory Council efforts must be continued and expanded to identify other options and avenues to generate revenues. These include the more efficient and effective use of campus buildings and facilities (rentals), development of fee-for-service options, expansion of partnership options and collaborative ventures with local, state and regional partners, and collaborative use of buildings and facilities with other education partners (Devils Lake Public Schools, Lake Region State College, the Area Vocational Tech Center, the local Parks Department, and Adult Education).

Task #6:

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

Transition Team Observations and Recommendations:

There are multiple processes underway to address the issue of long-range site and facilities planning on the NDSD campus. Although these have been initiated with the very best of intentions, it must be noted that there has been little or no contact, communication or coordination between the various groups. The absence of a coordinated approach has resulted in a number of misunderstandings and concerns. Timeline and fiscal pressures have further magnified the problems.

The Transition Team questions the logic of developing a "master" plan for the use of NDSD campus facilities and buildings before the Future Service Plan has been developed (the mission should be clearly established and carefully considered in relation to the use of the existing or potential facilities).

Concerns were raised regarding plans for the campus as they relate to the recognition and preservation of the NDSD history and tradition (i.e., the pond and bridge, and the materials currently stored in the Trades Building).

Funds ($800,000) were appropriated by the 2009 Legislature to make needed improvements to the Trades Building with the intent that it would be marketed and utilized as a potential source of income. Because of the context within which these efforts have proceeded, no decisions have been made to-date and, consequently, it has not been possible to identify a potential renter or secure the necessary financial leverage to cover the full costs of renovation. The Transition Team is concerned that legislators may be frustrated that this effort has not moved forward and agreed to support the efforts of the DPI to initiate the basic updates needed to bring the Trades Building up to current building, safety and accessibility codes. This approach would prepare the building for further renovations which can be identified and determined at a later date, and still move the process forward in a considered and thoughtful way.

The Transition Team concluded and agreed that the efforts already underway by the NDSD Facilities Committee, EAPC (contracted architects/engineers), and the Future Services Plan Transition Team should be merged and the collaborative group encouraged to consider and support the current and future (long-term) mission and needs of the NDSD/State Center of Excellence concept. Additionally, these efforts should leverage every opportunity for the full and efficient use of the buildings and grounds in partnership with the community, state and local service providers and private entities (area Head Start and Lake Region Human Services were noted as logical partners). Further, any plan for campus facilities should recognize and support the preservation of the NDSD history and traditions and should integrate the NDSD historical "treasures" currently stored in the Trades Building into a more accessible and open campus-wide display that can be maintained for alumni, guests and posterity.

<u>Costs/Cost Issues</u>

Consistent with the Transition Team's established values, both the education and service needs of "the individual" and the costs of meeting those needs must be addressed.

There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing fund and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor.

The Transition Team debated and considered cost comparisons between the provision of services in the existing residential model versus community-based inclusion models (NDSD vs. local school districts). The Transition Team concluded that, beyond establishing some general parameters, this effort is neither possible nor reliable because of the significant variance in factors between these two models and the service differentials incumbent upon the specific needs of individual students as identified in the Individualized Education Program (IEP). It is just not possible to compare the two. Additionally, the sources of the funds may influence the numbers and cause them to be suspect.

Primary Recommendation:

The primary conclusion and recommendation of the NDSD Future Services Plan Transition Team is that North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age (See: *NDSD/SCOE Description*, Addendum #6, and *NDSD/SCOE Phase-In Outline*, Addendum #7).

As indicated under Task/Goal #1, this recommendation encompasses the specific needs, identifies the mission and focus of future services, and establishes the necessary structure, authority and resources needed to take advantage of the opportunities identified in this effort. The previously referenced documents are intended to supply some of the specifics of how, what and when.

Additional Recommendations:

The following recommendations represent components or aspects of future services that may be assigned or come under purview of the NDSD/SCOE, but are significant enough that the Transition Team chose to highlight them separately. Additionally, several of them may require legislative assistance or action.

- Establish a uniform, consistent process for training, certifying and monitoring ASL interpreters in numbers that will meet the existing and future needs.
- Establish a universal infant screening program in all birthing hospitals.
- Establish ASL as a credited option for foreign language requirements in all North Dakota high schools and be considered under the same designation within the university system.
- Review, reorganize and reestablish the NDSD/Center of Excellence Advisory Council with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, administrators, legislators, services partners and Future Services Plan Transition Team representatives. Activities of this group would also include:
  - An active and involved leadership role with broad representation of the stakeholders who would be directly responsible to advocate for the FSP and support the NDSD transition;
  - The development of a strategy to tell the NDSD/SCOE Story;
  - The development and implementation of a strategy to assist DPI in moving the necessary bills through the legislature;
  - The provision of supporting information, testimony and material to the legislature and the public;
  - The prioritization of the needs and "phase-in" process; and

- The development, implementation, and monitoring of the NDSD/SCOE strategic plan.

NDSD Accreditation Issues:

Regrettably, the Transition Team became aware of some issues and concerns related to the accreditation of the NDSD high school program very late in the process. The Transition Team's reaction was to recommend that the Department of Public Instruction and the NDSD's administration formalize agreements with Local Education Agency (LEAs), the Devils Lake Public School District, and distance learning providers to ensure the availability of student-centered choices based on the needs identified in each student's Individualized Education Program – in short, options to assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum. The Transition Team has requested and is seeking further information and clarification regarding this issue and is, at the time of this report, awaiting a response from the Department of Public Instruction.

The North Dakota School for the Deaf
Future Services Plan Transition Team
2009-2010

".... the excellence and successes of the past blended with the opportunities of the future."

The North Dakota School for the Deaf Future Services Plan Transition Team, a group of 13 individuals representing a broad-based constituency, selected and appointed by the ND Superintendent of Public Instruction was charged with the task of identifying a plan to meet the changing needs of deaf and hard of hearing students and citizens of the state as mandated in HB 1013, Section 19.

During its 10-meeting/11-month process the Transition Team addressed and responded specifically to each of the six (6) tasks identified in HB 1013. Their recommendations are included in the full summary and may be reviewed for their specific content. The following is a synopsis of the Team's conclusions and recommendations.

History and Tradition:
The Transition Team supports:

- The continued availability of all existing services in an integrated service-delivery system that is based on individual needs and choices.
- The preservation of and access to the materials, artifacts and memorabilia that reinforce the link/bridge from the past, to the present, and on to the future.

Continuum of Service - NDSD/State Center of Excellence:
Based on an inventory of needs and existing services, identified gaps in services, and the potential service and program options needed to close the gaps, the NDSD Future Services Plan Transition Team recommends:

- That the "North Dakota School for the Deaf/State Center of Excellence" be established and charged with the responsibility for the development, coordination and maintenance of a comprehensive continuum of non-duplicative services (on and off-site) for all citizens who are deaf or hard of hearing (Note: The scope of services assigned to the Department of Public Instruction has been expanded to include all ND citizens with hearing loss - infants through senior citizens).

- The establishment of the NDSD/State Center of Excellence Advisory Council reflecting a broad, comprehensive membership including stakeholders/consumers, alumni, administrators, legislators, services partners and Future Services Plan Transition Team representatives. This group should have clearly defined responsibilities and an active role in the development and ongoing operations of the NDSD/State Center of Excellence.

- The development of a strategic plan and an ongoing outcomes-based process to assess and evaluate needs, progress and effectiveness.

- That the NDSD/State Center of Excellence serve as the responsible entity for research, data gathering and information (and referral) regarding issues related to deafness and hearing loss.

- That the NDSD/State Center of Excellence work in partnership and collaboration with stakeholders and service providers to identify and meet existing and changing needs and develop and provide appropriate, responsive services and programming.

Empowerment/Advocacy/Information/Referral:

The Transition Team recognized and supports the development of philosophies, values and services that promote and support the individual (and family) and recommends that individuals who are deaf or hard of hearing (and their families) be provided with the information necessary to make decisions or choices, and that they be assisted and supported in the development and exercise of the skills needed to advocate for themselves. Similarly, deaf and hard of hearing individuals should share in the processes, decisions and responsibilities of their own service plans and the planning for future services.

Technologies:
The unique demographics and geography of North Dakota assert some challenging demands on the provision of and accessibility to services. The Transition Team recognized that advances in technology, care, treatment, and educational approaches are coming on scene with increasing speed and recommends that a significant level of effort and investment be made in identifying, implementing and sustaining technologies that support these advances and opportunities and the efficiencies that they represent.

Efficiencies and Good Stewardship:
The Transition Team values the needs of the "individual" and respects the costs of meeting those needs and agreed that these components are not mutually exclusive, but carry with them the need for an honest commitment to make the difficult decisions and budgetary choices for the right reasons and, with both long and short-term goals in mind. The Transition Team recommends that a combination of these approaches be adopted and that changes in the funding structure be thoughtfully pursued in a phased-in approach with the needs of the individual being the determining factor.

Facilities and Revenues:
The Transition Team recommends that a thoughtful, coordinated approach be utilized in planning for use of the campus and its facilities, as well as, the development of revenue generating activities. The respective planning efforts should be joined and coordinated with the Future Services Planning efforts under the purview of the NDSD/State Center of Excellence Advisory Council.

Certification and Licensing of Interpreters:
The Transition Team acknowledged the absence of a uniform, consistent process for training, certifying and monitoring sign language interpreters in numbers that will meet the existing and growing needs and recommends that efforts be initiated to address this widening service gap.

Universal Infant Screening:
The Transition Team notes the fact that North Dakota is one of only three (3) states that does not provide a universal infant screening program and recommends that such a program (with the necessary staff training and equipment) be established and maintained in all of the state's birthing hospitals.

Sign Language Recognition:
The Transition Team recommends the recognition of American Sign Language (ASL) as a credited option for foreign language requirements in all North Dakota high schools and that a similar designation be considered within the state's higher education system.

The Transition Team recognized and accepted the fact that it was unrealistic to expect its product could include the answers to all of the questions, responses to all of the needs, and a plan/blueprint that would address all of the issues. The Transition Team chose to address this limit and its responsibilities by embracing the concept of a comprehensive continuum of services and the establishment of an organizational structure within which such a continuum could develop, expand and respond to the current needs and those yet to be identified. Subsequently, it was also apparent to the Transition Team members that the actions, activities and initiatives necessary to establish and maintain the continuum could only be achieved by a steady and ongoing, long-term process endowed with the necessary resources, authority, oversight and flexibility. This is the primary focus and ultimately the "pillar" recommendation of the Transition Team.

A Comparison of Executive/Senate 2011- 2013 Costs for Service Options for Students Who are Currently at the North Dakota School for the Deaf

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Food Service Services	4.06								4.06	
• Salaries & Ben		360,053								360,053
• Operating		178,743								178,743
Residential	4.75				5.75				4.75	
• Salaries & Ben		482,194				595,661				482,194
• Operating		10, 365				85,365				10,365
Student Transportation	Temp				Temp				Temp	
• Salaries & Ben		24,453				24,453				24,453
• Operating		289,390		289,390		289,390				289,390
Health Services	1.51				1.51				1.51	
• Salary & Ben		187,513				187,513				187,513
• Operating		5,204				5,204				5,204
Education & Deaf Library	9.00								6.00	
• Salary & Ben		1,665,410								1,097,855
• Operating		65,595								53,425

[1] Option No. 4 includes the existing provisions of NDCC 15.1-32-18 which describes a high cost risk pool or student contract component of ND's education funding formula. This is a type of insurance provision to protect districts against extraordinarily high special education costs that may affect some districts more than others or that might occur in a given year. Some districts may be vulnerable to the disproportionate fiscal impact that can result from one or two unusually high cost special education students, thereby making the risk pool funding especially important in North Dakota.

SB 2013
Dept. of Public Inst.
3/29/11
attachment # 3

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Contract for Education and Interpreter Services • Operating					Contract amount to be determined by DLPS		25 x 50,000 = 1,250,000[2] (currently at NDSD) 106 x 35,000 = 3,710,000 (currently served in LEAs)			
Out of State Tuition • Operating 14 Students				560,000[3] 2,660,000[4]						
Subtotal • Salaries & Ben • Operating • Total	19.32	2,719,653 549,297								
Building & Grounds • Salaries & Ben • Operating	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840
Superintendent (Half Time) • Salaries & Ben • Operating	1.00-.50=.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890
Business Services • Salaries & Ben • Operating	3.00	334,839 186,788	2.00	247,199 186,788	2.00	247,199 186,788	2.00	247,199 186,788	3.00	334,839 186,788
Technology and Support • Salaries & Ben • Operating	2.00	243,968 96,850	1.00	145,057 96,850	1.00	145,057 96,850	1.00	145,057 96,850	2.00	243,968 96,850

[2] Based on estimated average cost of a student contract.
[3] This figure is tuition only to Iowa School for the Deaf for biennium for 14 students.
[4] This figure is tuition only to Minnesota State Academy for the Deaf for biennium for 14 students.

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
All Outreach 0-21 Age	5.40		11.00		11.00		11.00		7.65	
• Salaries & Ben		917,357		2,187,177		2,187,177		2,187,177		1,209,398
• Operating		235,046		235,046		235,046		235,046		235,046
Adult Outreach Services	.75		4.00		4.00		4.00		1.50	
• Salaries & Ben		144,248		864,908		864,908		864,908		272,130
• Operating		50,000		50,000		50,000		50,000		62,170
Interpreter Program	5.47								5.47	
• Salaries		678,213								678,213
• Operating		15,200								15,200
Total	43.94		25.50	4,338,751	32.76	4,899,179	25.50	4,642,186	43.94	
• Salaries & Ben		5,932,638		1,358,804		1,449,373		1,069,414		5,932,638
• Operating		1,633,911								1,633,911
• Total		7,566,549				* Contract amount to be determined by DLPS				7,566,549
Additional: Lease Revenue for Portion of Smith Building for Biennium $9/sq ft 28,000 sq ft Not included gym, resource center, Blackhurst Dorm				504,000 or $21,000/month		504,000 or $21,000/month		504,000 or $21,000/month		
Reduction in revenue due to discontinuance of Food Program						(213,200)		(213,200)		

Service or Program	Facility/Building Needs Depending on Service Delivery Model Selected				
	1. Current option, maintain PreK-8 NDSD with DLPS for Grades 9-12	2. Contract with a neighboring state for any student who requires a residential option	3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services	4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process	5. Future Services Plan 2011-2013 In progress Point in Time Projection
	Budget	Budget	Budget	Budget	Budget
Building Needs MFP Exec Bud MFP Projects	998,530	998,530	998,530	998,530	998,530
Optional or Future Requests					
Phase I Link	1,157,119	1,157,119			1,157,119
Phase II Trades Building Demolition of Trades Building	1,533,840	1,533,840	TBD	TBD	1,533,840
School Building Elevator with weather enclosure (If Link is not needed)		394,000	394,000	394,000	
Smith Building Project With ADA Bathroom (Future MFP Request)	716,200	716,200	716,200	716,200	716,200
Blackhurst Renovation to Office Facility		TBD		TBD	

A Comparison of Executive/Senate 2011- 2013 Costs for Service Options for Students Who are Currently at the North Dakota School for the Deaf

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
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SB 2013
DPI
3/29/11
Handout #1

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
Contract for Education and Interpreter Services • Operating					Contract amount to be determined by DLPS		25 x 50,000 = 1,250,000[2] (currently at NDSD) 106 x 35,000 = 3,710,000 (currently served in LEAs)			
Out of State Tuition • Operating 14 Students				560,000[3] 2,660,000[4]						
Subtotal • Salaries & Ben • Operating • Total	19.32	2,719,653 549,297								
Building & Grounds • Salaries & Ben • Operating	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840	7.00	732,005 465,840
Superintendent (Half Time) • Salaries & Ben • Operating	1.00-.50=.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890	.50	162,405 34,890
Business Services • Salaries & Ben • Operating	3.00	334,839 186,788	2.00	247,199 186,788	2.00	247,199 186,788	2.00	247,199 186,788	3.00	334,839 186,788
Technology and Support • Salaries & Ben • Operating	2.00	243,968 96,850	1.00	145,057 96,850	1.00	145,057 96,850	1.00	145,057 96,850	2.00	243,968 96,850

[2] Based on estimated average cost of a student contract.
[3] This figure is tuition only to Iowa School for the Deaf for biennium for 14 students.
[4] This figure is tuition only to Minnesota State Academy for the Deaf for biennium for 14 students.

Service or Program	Delivery Options									
	1. Current option, maintain PreK-8 @ NDSD with educational services at DLPS for Grades 9-12		2. Contract with a neighboring state for any student who requires a residential option		3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services		4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process[1]		5. Future Services Plan 2011-2013 In progress Point in Time Projection	
	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget	FTE	Budget
All Outreach 0-21 Age	5.40		11.00		11.00		11.00		7.65	
• Salaries & Ben		917,357		2,187,177		2,187,177		2,187,177		1,209,398
• Operating		235,046		235,046		235,046		235,046		235,046
Adult Outreach Services	.75		4.00		4.00		4.00		1.50	
• Salaries & Ben		144,248		864,908		864,908		864,908		272,130
• Operating		50,000		50,000		50,000		50,000		62,170
Interpreter Program	5.47								5.47	
• Salaries		678,213								678,213
• Operating		15,200								15,200
Total	43.94		25.50	4,338,751	32.76	4,899,179	25.50	4,642,186	43.94	
• Salaries & Ben		5,932,638		1,358,804		1,449,373		1,069,414		5,932,638
• Operating		1,633,911								1,633,911
• Total		7,566,549				* Contract amount to be determined by DLPS				7,566,549
Additional: Lease Revenue for Portion of Smith Building for Biennium $9/sq ft 28,000 sq ft Not included gym, resource center, Blackhurst Dorm				504,000 or $21,000/month		504,000 or $21,000/month		504,000 or $21,000/month		
Reduction in revenue due to discontinuance of Food Program						(213,200)		(213,200)		

Service or Program	Facility/Building Needs Depending on Service Delivery Model Selected				
	1. Current option, maintain PreK-8 NDSD with DLPS for Grades 9-12	2. Contract with a neighboring state for any student who requires a residential option	3. DLPS provides education for PreK-12. NDSD provides Statewide Outreach Services	4. Students are served through their LEA with supportive services from NDSD Outreach using current student contract process	5. Future Services Plan 2011-2013 In progress Point in Time Projection
	Budget	Budget	Budget	Budget	Budget
Building Needs MFP Exec Bud MFP Projects	998,530	998,530	998,530	998,530	998,530
Optional or Future Requests					
Phase I Link	1,157,119	1,157,119			1,157,119
Phase II Trades Building	1,533,840	1,533,840			1,533,840
Demolition of Trades Building			TBD	TBD	
School Building Elevator with weather enclosure (If Link is not needed)		394,000	394,000	394,000	
Smith Building Project With ADA Bathroom (Future MFP Request)	716,200	716,200	716,200	716,200	716,200
Blackhurst Renovation to Office Facility		TBD		TBD	

11.9252.04000

Prepared by the North Dakota Legislative Council staff

April 2011

COMPARISON OF SENATE BILL NO. 2150 VERSIONS AND ASSOCIATED ESTIMATED STATE FISCAL EFFECTS

Senate Bill No. 2150, as amended by the House Education Committee, will require the following estimated funding considerations in Senate Bill No. 2013:

- ($68,000) - Decrease in operating expenses for the Professional Development Advisory Committee (Section 6).
- ($2,200,000) - Decrease in state school aid for the changes in per student payment rates (Section 23).
- $4,000,000 - Increase in state school aid or a separate line item for the supplemental teacher-effectiveness compensation program (Section 30).
- $300,000 - Increase in operating expenses for the Alternative Teacher Compensation System Review Panel (Section 36).
- $5,000,000 - Increase in state school aid for rapid enrollment grants (Section 44).
- $7,032,000 - Total.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
N/A	N/A	**Section 1** This section delays the requirement that school districts increase their school calendars by one day, from 181 days to 182 days (175 of which are for instruction) until the 2012-13 school year. The executive recommendation included, and the Senate approved, funding for the additional calendar day to begin with the 2011-12 school year. The estimated savings to school districts of the delayed implementation is $3.6 million. However, the per student payment rates provided in Section 23 reflect a total reduction in state school aid of approximately $2.2 million from the Senate version of the bill.
Section 1 **(Amendment of Section 15.1-07-33)** **Student Information System - Statewide Coordination - Financial Support - Exemption** This section directs the Superintendent of Public Instruction to forward that portion of a school district's state aid which is attributable to the acquisition and use of PowerSchool and any related technology support services directly to the Information Technology Department. If the amount forwarded exceeds the cost incurred by the Information Technology Department, it must be returned to the school district as per student payments. This section also allows the Superintendent of Public Instruction to exempt a school district from having to acquire and utilize PowerSchool if it demonstrates that it is using a comparable system in accordance with Bureau of Indian Education requirements.	**Section 1** No change	**Section 2** No change

SB 2013
Department of Public Instruct
3/31/11
attachment #1

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 2 **(Amendment of Section 15.1-09-58)** **Early Childhood Education - Authorization - Support** This section authorizes the board of a school district to support an early childhood education program with local tax revenues, as well as state and federal money, and gifts, grants, and donations.	**Section 2** **(Amendment of Section 15.1-09-58)** **Early Childhood Education - Authorization - Support** This section authorizes the board of a school district to support an early childhood education program with local tax revenues, other than those necessary to support the district's kindergarten program and the provision of elementary and high school educational services, as well as state and federal money, and gifts, grants, and donations.	**Section 3** This section authorizes the board of a school district to support an early childhood education program with local tax revenues, other than those necessary to support the district's kindergarten program and the provision of elementary and high school educational services, as well as federal money, and gifts, grants, and donations. The reference to "state moneys specifically appropriated for the program" was removed.
Section 3 **(Amendment of Section 15.1-09.1-02)** **Regional Education Association - Joint Powers Agreement - Review by Superintendent of Public Instruction - Criteria** This section removes the list of administrative functions and student services that were statutorily required of a regional education association.	**Section 3** This section removes the list of administrative functions and student services that were statutorily required of a regional education association. In addition, it provides that each member of the governing board must be an individual currently serving on the board of a participating school district or the designee of a participating school district's board.	**Section 4** No change from second engrossment
Section 4 **(New Section to Chapter 15.1-09.1)** **Regional Education Association - Services to Be Offered** This section requires a regional education association to offer coordination and facilitation of professional development activities for teachers and administrators employed by its member districts; supplementation of technology support services; assistance with achieving school improvement goals identified by the Superintendent of Public Instruction; assistance with the collection, analysis, and interpretation of student achievement data; and assistance with the expansion and enrichment of curricular offerings.	**Section 4** No change State fiscal effect - Regional education associations are being given more prescriptive duties. Additional staff and associated expenses should be expected. Section 7 of Senate Bill No. 2013 authorizes the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations to assist with the cost of compensating coordinators, an increase of $400,000 from the 2009-11 biennium.	**Section 5** No change State fiscal effect - Regional education associations are being given more prescriptive duties. Additional staff and associated expenses should be expected. Section 7 of Senate Bill No. 2013 authorizes the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations to assist with the cost of compensating coordinators, an increase of $400,000 from the 2009-11 biennium.
Section 5 **(New Section to Chapter 15.1-18.2)** **Professional Development Advisory Committee - Compensation of Members** This section provides per diem compensation in the amount of $135 to and expense reimbursement for members of the Professional Development Advisory Committee.	**Section 5** **(New Section to Chapter 15.1-18.2)** **Professional Development Advisory Committee - Reimbursement of Members** This section provides expense reimbursement for members of the Professional Development Advisory Committee. State fiscal effect - Funding for the expenses of the committee of $122,000 from the general fund is included in the operating expenses line item of Senate Bill No. 2013. Of this amount, $30,000 relates to the per diem. The Senate did not reduce the operating expenses line item of the Department of Public Instruction by $30,000, but allowed the department to use this additional funding to offset a shortfall in funding for the written portion of the ACT and WorkKeys assessments.	**Section 6** This section provides expense reimbursement for each member of the Professional Development Advisory Committee. However, the section also limits that reimbursement to three committee meetings during each year of the biennium. State fiscal effect - Funding for the expenses of the committee of $122,000 from the general fund is included in the operating expenses line item of Senate Bill No. 2013. Of this amount, $30,000 relates to the per diem. The Senate did not reduce the operating expenses line item of the Department of Public Instruction by $30,000, but allowed the department to use this additional funding to offset a shortfall in funding for the written portion of the ACT and WorkKeys assessments. The House limited the number of meetings to six per biennium. Estimated cost for six meetings is $24,000, an additional savings of $68,000.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 6 **(New Section to Chapter 15.1-18.2)** **Teacher Support Program - Establishment** This section places the teacher mentoring program operated by the Education Standards and Practices Board into the North Dakota Century Code.	**Section 6** No change State fiscal effect - Sections 6, 7, and 8 relate to the teacher monitoring program which is being codified in this Act. Section 48 of 2009 House Bill No. 1400 limited the service to teachers employed by school districts. Senate Bill No. 2013 provides $2.3 million for the teacher mentoring program, the same as the 2009-11 biennium.	**Section 7** No change State fiscal effect - Sections 7, 8, and 9 relate to the teacher monitoring program which is being codified in this Act. Section 48 of 2009 House Bill No. 1400 limited the service to teachers employed by school districts. Senate Bill No. 2013 provides $2.3 million for the teacher mentoring program, the same as the 2009-11 biennium.
Section 7 **(New Section to Chapter 15.1-18.2)** **Teacher Support Program - Availability of Services** This section authorizes the Education Standards and Practices Board to use any money it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program and to pay for any other administrative expenses resulting from the program.	**Section 7** No change. See note regarding Section 6.	**Section 8** No change. See note regarding Section 7.
Section 8 **(New Section to Chapter 15.1-18.2)** **Teacher Support Program - Authorized Service Recipients** This section makes the teacher support program available to teachers employed by school districts, special education units, area career and technology centers, regional education associations, and schools funded by the Bureau of Indian Education.	**Section 8** No change. See note regarding Section 6.	**Section 9** No change. See note regarding Section 7.
N/A	**Section 9** **(Amendment of Section 15.1-20-01)** **Compulsory Attendance** This section provides that a student's formal schooling must begin with a kindergarten program that meets the requirements of Section 15.1-22-02 and must include all other grades from 1 through 12. The section sets the ages of compulsory attendance at 6 and 16 through June 30, 2015, and at 6 and 17 thereafter. The fiscal note prepared by the Department of Public Instruction did not estimate the cost of adding students to the state aid payment.	This section was removed by the House Education Committee. The Department of Public Instruction did not estimate the cost of the compulsory attendance provisions, so savings related to removing the provisions are not identifiable.
Section 9 **(Amendment of Section 15.1-21-02.1)** **High School Diploma - Minimum Requirements** This section clarifies that in order to obtain a high school diploma, a student must have successfully completed the statutorily required 22 units of high school coursework and any additional units required by the entity issuing the diploma.	**Section 10** No change	**Section 10** No change

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 10 **(New Section to Chapter 15.1-21)** **High School Graduation -** **Minimum Requirements** This section articulates the 22 units of high school coursework that constitute the minimum requirement for high school graduation.	**Section 11** No change	**Section 11** No change
Section 11 **(Amendment of Section 15.1-21-02.4)** **North Dakota Career and** **Technical Education Scholarship** This section clarifies the requirements for a North Dakota career and technical education scholarship and provides that the requirements for a 3.0 grade point average (GPA) may be calculated using all high school units in which the student was enrolled or only the statutorily required units.	**Section 12** **(Amendment of Section 15.1-21-02.4)** **North Dakota Career and** **Technical Education Scholarship** This section clarifies the requirements for a North Dakota career and technical education scholarship and provides that the requirements for a 3.0 GPA may be calculated using all high school units in which the student was enrolled or only the statutorily required units. The section also allows a student to select American sign language from one of the required categories.	**Section 12** No change from second engrossment
Section 12 **(Amendment of Section 15.1-21-02.5)** **North Dakota Academic Scholarship** This section clarifies the requirements for a North Dakota academic scholarship and provides that the requirements for a 3.0 GPA may be calculated using all high school units in which the student was enrolled or only the statutorily required units. It also allows a student to take American sign language rather than two units of the same foreign or Native American language.	**Section 13** **(Amendment of Section 15.1-21-02.5)** **North Dakota Academic Scholarship** This section clarifies the requirements for a North Dakota academic scholarship and provides that the requirements for a 3.0 GPA may be calculated using all high school units in which the student was enrolled or only the statutorily required units. The section allows a student to take American sign language rather than two units of the same foreign or Native American language. The section also clarifies that a student must fulfill any one-unit requirement by means of an advanced placement course and examination or any half-unit requirement by means of a dual-credit course.	**Section 13** No change from second engrossment
Section 13 **(Amendment of Section 15.1-21-02.6)** **North Dakota Scholarship -** **Amount - Applicability** This section requires the State Board of Higher Education to monitor the academic performance of each scholarship recipient and to provide notification to the recipient within five days if the recipient has failed to maintain the required GPA.	**Section 14** **(Amendment of Section 15.1-21-02.6)** **North Dakota Scholarship -** **Amount - Applicability** This section provides that if a student meets the statutory requirements for a scholarship, the student is entitled to receive $1,500 at the beginning of the student's first year of higher education. Beginning with the student's second year of higher education, the scholarship amount is $750 per semester and is payable provided the student maintains a cumulative GPA of 2.75 and maintains enrollment in a minimum of 15 hours. If at the conclusion of the student's first year, or any semester thereafter, a student has failed to meet the requirements for a scholarship, the student, at the conclusion of the ensuing semester, may apply to the State Board of Higher Education for reinstatement of the scholarship. If a student fails to meet the statutory requirements for a second time, that student may not receive any additional scholarships under this section. The State	**Section 14** This section establishes that the scholarships may be awarded in the amount of $750 per semester or $500 per quarter.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
	Board of Higher Education is directed to monitor the academic performance of each scholarship recipient and to provide notification to the recipient within five days if the recipient has failed to meet the statutory requirements. State fiscal effect - Students are given a second chance at retaining their scholarships even if their GPA drops below 2.75. There is no program history on which to base estimates of how many students would retain their scholarships and the cost associated with this policy.	
N/A	N/A	**Section 15** **(New Section to Chapter 15.1-21) North Dakota Scholarship - Eligibility - One-Time Exception** This section provides that if a student's cumulative GPA at the conclusion of a semester is below 2.75, the State Board of Higher Education must grant a one-time exception and provide the North Dakota scholarship to which the student would otherwise be entitled for the next semester in which the student is enrolled full time. This provision is paralleled with respect to students attending institutions on a quarter system. State fiscal effect - Students are given a second chance at retaining their scholarships even if their GPA drops below 2.75. There is no program history on which to base estimates of how many students would retain their scholarships and the cost associated with this policy.
Section 14 **(New Section to Chapter 15.1-21)** **North Dakota Scholarship Fund - Biannual Transfer - Continuing Appropriation** This section requires the State Treasurer to biannually transfer from the interest and income of the lands and minerals trust fund to the North Dakota scholarship fund the amount necessary to provide the North Dakota academic scholarships and the North Dakota career and technical education scholarships.	**Section 15** **(New Section to Chapter 15.1-21)** **North Dakota Scholarship Fund - Biannual Transfer - Continuing Appropriation** This section requires the State Treasurer to biannually transfer from the interest and income of the lands and minerals trust fund to the North Dakota scholarship fund the amount necessary to provide the North Dakota academic scholarships and the North Dakota career and technical education scholarships. In addition, the section provides a continuing appropriation to the State Board of Higher Education for the purpose of providing the scholarships. State fiscal effect - Total program funding required to be transferred from the lands and minerals trust fund to the North Dakota scholarship fund for the 2011-13 biennium is estimated to be $10 million.	**Section 16** No change from second engrossment State fiscal effect - Total program funding required to be transferred from the lands and minerals trust fund to the North Dakota scholarship fund for the 2011-13 biennium is estimated to be $10 million.
Section 15 **(Amendment of Section 15.1-21-08)** **Reading, Mathematics, and Science - Administration of Test** This section removes date-specific language related to the administration of the state assessments.	**Section 16** No change	**Section 17** No change

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 16 **(Amendment of Section 15.1-21-18)** **Career Interest Inventory - Educational and Career Planning - Consultation** This section requires each school district to provide students in grade 7 or 8 with an individual consultative process or a nine-week course, for the purpose of discussing the results of their career interest inventory, selecting high school courses appropriate to their educational pursuits and career interests, and developing individual high school education plans. It also provides that upon a student's request, a school district must engage in a consultative review of the student's individual high school education plan at least once during each high school grade.	**Section 17** **(Amendment of Section 15.1-21-18)** **Career Interest Inventory - Educational and Career Planning - Consultation** This section requires each school district to provide students in grade 7 or 8 with an individual consultative process or a nine-week course for the purpose of discussing the results of their career interest inventory, selecting high school courses appropriate to their educational pursuits and career interests, and developing individual high school education plans. The section requires each school district to notify students that they are entitled to a consultative review at least once during each high school grade and to provide the consultative review when requested to do so.	**Section 18** No change from second engrossment
Section 17 **(Amendment of Section 15.1-21-19)** **Summative Assessment - Selection - Cost - Exemptions** This section provides that a student who takes the ACT must take the writing portion as well and further provides that the cost is to be borne by the state.	**Section 18** **(Amendment of Section 15.1-21-19)** **Summative Assessment - Selection - Cost - Exemptions** This section provides that students must take the ACT, including the writing portion or the WorkKeys assessments. It also provides that the cost is to be borne by the state. State fiscal effect - The executive recommendation in Senate Bill No. 2013 provided $678,400 from the general fund for the estimated costs of administering the assessments. The Senate provided an additional $100,000 from the national board certification fund and $30,000 in general fund savings provided by removing the Professional Development Advisory Committee per diem to fully fund the cost of the assessments, including the writing test, and to provide a total of $808,400 for the 2011-13 biennium. Discontinuation of the distribution of the ACT is estimated to save $560,000 in the state school aid line item.	**Section 19** This section provides that students must take the ACT, including the writing portion or the WorkKeys assessments without the writing portion. State fiscal effect - The executive recommendation in Senate Bill No. 2013 provided $678,400 from the general fund for the estimated costs of administering the assessments. The Senate provided an additional $100,000 from the national board certification fund and $30,000 in general fund savings provided by removing the Professional Development Advisory Committee per diem to fully fund the cost of the assessments, including the writing test, and to provide a total of $808,400 for the 2011-13 biennium. Discontinuation of the distribution of the ACT is estimated to save $560,000 in the state school aid line item. Removing the writing portion of the WorkKeys assessment will not result in any savings as the estimated cost of $808,800 provided by the department did not include the writing portion of the WorkKeys.
N/A	**Section 19** **(Amendment of Section 15.1-22-01)** **Kindergarten - Establishment by Board - Request by Parent - Levy** This section requires the board of a school district to provide at least a half-day kindergarten program or pay the tuition for a student to attend at least a half-day kindergarten program in another school district.	**Section 20** This section provides that the board of a school district shall either provide at least a half-day kindergarten program or pay the tuition for a student to attend at least a half-day kindergarten program in another school district. It removes language that authorized but did not require a school district to provide such a program.
Section 18 **(Amendment of Section 15.1-27-03.1)** **Weighted Average Daily Membership - Determination** This section clarifies English language proficiency categories, sets 0.10 as the factor for students enrolled in certain isolated school districts, sets 0.06 as the factor for students instructed by teachers participating in a	**Section 20** **(Amendment of Section 15.1-27-03.1)** **Weighted Average Daily Membership - Determination** This section clarifies English language learner proficiency categories, provides that the English language learner weighting factor is not applicable to students who have been in the third of six proficiency categories for	**Section 21** No change from second engrossment State fiscal effect - The following is a summary of the estimated impact of the formula changes: • $3 million increase - Change from a 0.002 technology factor to a 0.006 data collection factor. • $2.5 million increase - Increase in the special education factor from 0.07 to 0.073.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
supplemental teacher-effectiveness compensation plan, and sets 0.006 as the factor for students enrolled in school districts that have or are in the process of acquiring PowerSchool.	more than three years, and sets 0.10 as the factor for students enrolled in certain isolated school districts. The section also sets 0.006 as the factor for students enrolled in school districts that have or are in the process of acquiring PowerSchool. State fiscal effect - The following is a summary of the estimated impact of the formula changes: • $3 million increase - Change from a 0.002 technology factor to a 0.006 data collection factor. • $2.5 million increase - Increase in the special education factor from 0.07 to 0.073. • $115,000 increase - Revision of the isolated school formula. • $7.5 million increase - Supplemental teacher-effectiveness compensation factor. The Senate removed the supplemental teacher-effectiveness compensation provisions estimated to cost $7.5 million and provided for an increase in per student payments in Section 22.	• $115,000 increase - Revision of the isolated school formula. • $7.5 million increase - Supplemental teacher-effectiveness compensation factor. The Senate removed the supplemental teacher-effectiveness compensation provisions estimated to cost $7.5 million and provided for an increase in per student payments. The House restored, with some changes, the supplemental teacher-effectiveness compensation provisions in Sections 27 through 36. A .04 factor is provided in Section 31, but a funding source is not identified.
N/A	**Section 21** **(Amendment of Section 15.1-27-03.1 - Effective as of July 1, 2013)** **Weighted Average Daily Membership - Determination** Beginning July 1, 2013, this section establishes a weighting factor of 0.20 for students in grades 6 through 8 who are enrolled in an alternative education program for at least an average of 15 hours per week. State fiscal effect - The Department of Public Instruction did not provide an estimate of the future cost of this provision. A fiscal note prepared by the Department of Public Instruction for Senate Bill No. 2316 which was defeated in the Senate included a 0.25 factor for these students and the estimated cost for the 2013-15 biennium totaled $1.36 million. Based on this estimate, the estimated cost of establishing a 0.20 weighting factor for the 2013-15 biennium would be $1,088,000.	**Section 22** No change from second engrossment State fiscal effect - The Department of Public Instruction did not provide an estimate of the future cost of this provision. A fiscal note prepared by the Department of Public Instruction for Senate Bill No. 2316 which was defeated in the Senate included a 0.25 factor for these students and the estimated cost for the 2013-15 biennium totaled $1.36 million. Based on this estimate, the estimated cost of establishing a 0.20 weighting factor for the 2013-15 biennium would be $1,088,000.
Section 19 **(Amendment of Section 15.1-27-04)** **Per Student Payment Rate** This section sets the per student payment rates at $3,879 and $3,979.	**Section 22** **(Amendment of Section 15.1-27-04)** **Per Student Payment Rate** This section sets the per student payment rate at $3,961 for both years of the biennium. State fiscal effect - The increased per student rate is estimated to cost $39.5 million, $7.5 million more than the executive recommendation, for the 2011-13 biennium. The Senate removed the supplemental teacher-effectiveness compensation factor estimated to cost $7.5 million.	**Section 23** This section sets the per student payment rate at $3,930 for the first year of the biennium and at $3,970 for the second year of the biennium. State fiscal effect - The House reduced the per student payment rate in the first year of the biennium and increased the per student payment rate in the second year of the biennium. The change in per student payment rates is estimated to reduce state school aid by $2.2 million for the 2011-13 biennium from the Senate version of the bill.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 20 **(Amendment of Section 15.1-27-07.2)** **Baseline Funding - Determination - Minimum and Maximum Allowable Increases** This section provides that the total amount of state aid payable to a district per weighted student unit, less any amount received as equity payments per weighted student unit, may not exceed a maximum of 142 percent of the baseline funding for the 2011-12 school year. No maximum is established for any year thereafter.	**Section 23** No change State fiscal effect - Changes to the transition minimum and maximum allowable increases are estimated to reduce the funding required for state school aid by $5.5 million for the 2011-13 biennium.	**Section 24** No change State fiscal effect - Changes to the transition minimum and maximum allowable increases are estimated to reduce the funding required for state school aid by $5.5 million for the 2011-13 biennium.
Section 21 **(Amendment of Section 15.1-27-11)** **Equity Payments** This section provides that in determining the statewide average imputed taxable valuation per student for purposes of equity payments, the Superintendent of Public Instruction may not include any school district, which if included in the calculation would have an imputed taxable valuation per student that is three times greater than the statewide average imputed taxable valuation per student and any school district, which if included in the calculation would have an imputed taxable valuation per student that is less than one-fifth of the statewide average imputed taxable valuation per student. In addition, the section clarifies the determination of imputed taxable valuation by providing that the divisor is to be the district's general fund mill levy for the taxable year 2008.	**Section 24** No change State fiscal effect - The formula revision related to the statewide average imputed taxable valuation per student is estimated to result in an increase in state school aid of $530,000 for the 2011-13 biennium.	**Section 25** No change State fiscal effect - The formula revision related to the statewide average imputed taxable valuation per student is estimated to result in an increase in state school aid of $530,000 for the 2011-13 biennium.
Section 22 **(Amendment of Section 15.1-27-35.3)** **Payments to School Districts - Unobligated General Fund Balance** This section provides that federal "education jobs fund" money received by a school district may not be included in a district's unobligated general fund balance for purposes of determining state aid.	**Section 25** No change	**Section 26** No change
Section 23 **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan** This section provides that a representative organization authorized by a negotiating unit and the board of a school district may agree to pursue a supplemental teacher-effectiveness compensation plan. The negotiating unit may include all teachers employed by the board to teach in the school district or all teachers employed by the board to teach at a particular school in the district.	These provisions were removed by the Senate.	**Section 27** These provisions were reinserted by the House Education Committee, as introduced.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 24 **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan - Development Committee - Membership** This section provides that upon agreeing to pursue a supplemental teacher-effectiveness compensation plan, the board of the school district and the representative organization must form a committee to develop the plan. The membership of the committee must be agreed upon by the board and the representative organization.	These provisions were removed by the Senate.	**Section 28** These provisions were reinserted by the House Education Committee, as introduced.
Section 25 **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan - Required Content** This section provides that a supplemental teacher-effectiveness compensation plan must include only matters of compensation and it must provide for a determination of compensation that takes into account whether the school district has had difficulty filling a particular position with a suitable and highly qualified teacher, whether a teacher has advanced academic degrees or special skills and knowledge beyond those minimally required for a position, whether a teacher has pursued certified professional development activities beyond those minimally required for a position, and whether a teacher has assumed responsibilities that are beyond those minimally required for a position. It must also take into account various measures of student growth, including academic growth. In addition, the plan must include a rigorous and objective system of teacher evaluation and ensure that no teacher subject to the plan will receive less total compensation than that teacher was eligible to receive under the last negotiated contract.	These provisions were removed by the Senate.	**Section 29** These provisions were reinserted by the House Education Committee, as introduced.
Section 26 **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan - Review Panel** Each supplemental teacher-effectiveness compensation plan must be reviewed by a committee consisting of two employees of the Department of Public Instruction, two individuals appointed by the North Dakota Council of Educational Leaders, two individuals appointed by the North Dakota Education Association, and two individuals appointed by the North Dakota School Boards Association. The panel must either approve the plan and recommend that the Superintendent of Public Instruction provide funding for the plan or deny the plan and provide suggestions for its modification.	These provisions were removed by the Senate. The Senate also removed $300,000 provided from the general fund in Senate Bill No. 2013 for the Alternative Teacher Compensation System Review Panel and contracted program adviser.	**Section 30** Each supplemental teacher-effectiveness compensation plan must be reviewed by a committee consisting of two employees of the Department of Public Instruction, two individuals appointed by the North Dakota Council of Educational Leaders, two individuals appointed by the North Dakota Education Association, and two individuals appointed by the North Dakota School Boards Association. Beginning April 1, 2012, the panel must review each plan and then, comparing all eligible plans, recommend for funding those that have the greatest potential to increase teacher effectiveness through supplemental compensation. If the cost of funding all of the recommended plans exceeds the resources made available, the review panel must select for funding plans that were developed in districts of varying size. State fiscal effect - Committee discussion identified a cost

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
		of $4 million, but a funding source is not identified for the supplemental teacher-effectiveness compensation program. In addition, funding of $300,000 for the Alternative Teacher Compensation System Review Panel, removed by the Senate, would need to be restored.
N/A	N/A	**Section 31** **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan - Determination of Funding - Minimum Amount** This section provides that if a plan is selected for funding, the Superintendent of Public Instruction must determine the amount to which the submitting district is entitled for use as supplemental teacher-effectiveness compensation. The superintendent must multiply the number of students in average daily membership instructed by the number of full-time equivalent teachers participating in the district's supplemental teacher-effectiveness compensation plan during the 2012-13 school year; multiply the result determined above by a factor of 0.04; and apply the school district size weighting factor. The minimum amount to which a district that submits a selected plan is entitled for use as supplemental teacher-effectiveness compensation is $2,000 multiplied by the number of full-time equivalent teachers participating in the district's plan. See state fiscal effect note regarding Section 30.
N/A	N/A	**Section 32** **(New Section to Chapter 15.1-27)** **Administrative Costs** This section provides that a school district may use up to 5 percent of the money it receives for its supplemental teacher-effectiveness compensation plan to pay for any additional expenses it has incurred in administering the supplemental teacher-effectiveness compensation plan.
N/A	N/A	**Section 33** **(New Section to Chapter 15.1-27)** **Supplemental Teacher-Effectiveness Compensation Plan - Review Panel - Additional Duties** This section provides additional duties for the review panel. The duties include the development and distribution of guidelines pertaining to the creation of supplemental teacher-effectiveness compensation plans; meeting with and advising plan development committees; and advising the Superintendent of Public Instruction regarding the hiring of employees and the selection of contractors whose duties will be related to supplemental teacher-effectiveness compensation.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 27 **(New Section to Chapter 15.1-27)** **Annual Report - Required Content** This section requires each school district that receives funding to implement a supplemental teacher-effectiveness compensation plan to file an annual report with the Superintendent of Public Instruction and indicate whether the plan has alleviated difficulty filling particular positions, encouraged teachers to pursue advanced academic degrees or acquire special skills and knowledge beyond those minimally required for a position, encouraged teachers to pursue certified professional development activities, or encouraged teachers to assume additional responsibilities. The report also must indicate whether there has been measurable student growth, including academic growth.	These provisions were removed by the Senate.	**Section 34** These provisions were reinserted by the House Education Committee, as introduced.
Section 28 **(New Section to Chapter 15.1-27)** **Existing Contracts - Terms - Effect** This section provides that a supplemental teacher-effectiveness compensation plan authorized by this Act may take effect on July 1, 2012.	This provision was removed by the Senate.	**Section 35** These provisions were reinserted by the House Education Committee, as introduced.
Section 29 **(New Section to Chapter 15.1-27)** **Plan Review Panel -** **Reimbursement for Expenses** This section provides expense reimbursement for each member of the Supplemental Teacher-Effectiveness Compensation Plan Review Panel if the member is attending meetings or performing duties directed by the panel.	These provisions and related funding were removed by the Senate.	**Section 36** This section provides expense reimbursement, but not per diem compensation, to each member of the Supplemental Teacher-Effectiveness Compensation Plan Review Panel if the member is attending meetings or performing duties directed by the panel. See state fiscal effect note regarding Section 30.
N/A	N/A	**Section 37** **(Amendment of Section 15.1-36-02)** **School Construction Projects - Loans** This section increases the amount of school construction loans that a school district is entitled to receive, based on its imputed taxable valuation and alters its interest rate buydown. If an eligible school district's imputed taxable valuation per student is less that 80 percent of the state average imputed valuation per student, the district is entitled to receive a loan equal to the lesser of $12 million or 80 percent of the actual project cost. A district having an imputed taxable valuation of at least 80 percent but less than 90 percent of the state average imputed taxable valuation per student is entitled to receive a loan equal to the lesser of $10 million or 70 percent of the actual project cost. A district having an imputed taxable valuation equal to at least 90 percent of the state average imputed taxable valuation per student is entitled to receive a loan equal the lesser of $4.5 million or 30 percent of the actual project costs. The interest rate buydowns are equal to at least 100 but not more than 250 basis points below the prevailing tax-free bond

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
		rates. State fiscal effect - The effect of these changes to school construction loans may result in less income in the coal development trust fund.
N/A	**Section 26** **(Amendment of Section 15.1-37-01)** **Early Childhood Education Program - Approval** This section limits enrollment in approved early childhood education programs to students who have reached age 4 before August 1 of the year of enrollment.	**Section 38** This section limits enrollment in approved early childhood education programs to students who have reached age 4 before August 1 in the year of enrollment. It also clarifies that in determining state aid, the Superintendent of Public Instruction may not count any student enrolled in a regular early childhood education program.
N/A	N/A	**Section 39** **(Amendment of Subsection 1 of Section 15.1-37-02)** **North Dakota Early Childhood Education Council** This section adds to the North Dakota Early Childhood Education Council the Commissioner of Commerce and an individual representing children with disabilities. It removes a principal and an elementary schoolteacher.
N/A	N/A	**Section 40** **(Amendment of Section 15.1-37-03)** **Council Duties** This section revises the duties of the North Dakota Early Childhood Education Council. The council is to review the availability and provision of early childhood education, care, and services in this state; identify opportunities for public and private sector collaboration; identify ways to assist with the recruitment and retention of individuals interested in working as providers of early childhood education, care, and services; seek the advice and guidance of individuals who are uniquely familiar with the nature, scope, and associated challenges of providing early childhood education, care, and services in geographically and socioeconomically diverse settings; and develop recommendations pertaining to the short-term and longer-term improvement and expansion of early childhood education, care, and services in the state.
N/A	N/A	**Section 41** **(Amendment of Section 57-15-14)** **General Fund Levy Limitations in School Districts** This section provides that if a school district experiences a rapidly increasing taxable valuation, that district may levy, for the taxable year of the rapidly increasing taxable valuation and the next taxable year, the amount in dollars which the school district levied for the prior school year plus 18 percent, up to a general fund levy of 185 mills. "Rapidly increasing taxable valuation" is defined as an increase of 20 percent or more in taxable valuation from the immediately preceding taxable year.

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
Section 30 **Isolated Schools - Transition Payments** This section provides transition payments to school districts that had been receiving additional payments because they contained an isolated school but which do not qualify for the isolated payment factor, as proposed under this Act.	**Section 27** No change. See note regarding Section 20.	**Section 42** No change. See note regarding Section 21.
Section 31 **Transportation Grants - Distribution** This section increases state transportation aid to $1.03 per mile for schoolbuses having a capacity of 10 or more passengers, 46 cents per mile for vehicles having a capacity of 9 or fewer passengers, 46 cents per mile one way for family transportation, and 26 cents per student for each one-way trip. If any money provided for transportation payments remain after application of the formula, the money is to be prorated as transportation payments.	**Section 28** No change State fiscal effect - Senate Bill No. 2013 provides $48.5 million from the general fund for transportation grants. The 2009 Legislative Assembly appropriated $43.5 million from the general fund and provided contingent funding of $5 million from the general fund for supplemental transportation aid payments.	**Section 43** This section maintained the payment amounts set forth in the bill as introduced and added a reimbursement of 46 cents per mile, applicable to round-trip family transportation of a student with a disability. State fiscal effect - Senate Bill No. 2013 provides $48.5 million from the general fund for transportation grants. The 2009 Legislative Assembly appropriated $43.5 million from the general fund and provided contingent funding of $5 million from the general fund for supplemental transportation aid payments.
N/A	N/A	**Section 44** **School District Rapid Enrollment Growth - Grant** This section authorizes the Superintendent of Public Instruction to expend up to $5 million from the grants - state school aid line item for the purpose of providing a grant to any school district that can demonstrate rapid enrollment growth. If the number of students enrolled in a district increases by at least 3 percent annually, and if that increase is equal to at least 25 students, the district's grant equals 30 percent of the per student payment multiplied by the actual increase in its student enrollment. If the increase is at least 7 percent, and the same conditions are met, the district's grant equals 70 percent of the per student payment multiplied by the actual increase in its student enrollment. If the increase is at least 13 percent, and the same conditions are met, the district's grant equals the per student payment multiplied by the actual increase in its student enrollment. A district may not receive more than $800,000 annually under this section. If the appropriated amount is insufficient, the Superintendent of Public Instruction is authorized to prorate the grants. State fiscal effect - This section provides that $5 million from the grants - state aid line item included in Senate Bill No. 2013 is to be used for rapid enrollment grants.
Section 32 **Use of New Money - Teacher Compensation Increases - Reports to the Legislative Management** This section requires the board of each school district to use at least 70 percent of all new money received as per student payments to increase the compensation paid to	**Section 29** **Use of New Money - Teacher Compensation Increases - Reports to the Legislative Management** This section requires the board of each school district to use at least 70 percent of all new money received as per student payments to increase the compensation paid to	**Section 45** No change from second engrossment

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
teachers and to provide compensation to teachers who begin employment with the district on or after July 1, 2011.	teachers and to provide compensation to teachers who begin employment with the district on or after July 1, 2011. The section includes several types of money not listed in the bill as introduced, i.e.: • Cross-border attendance money. • Deferred maintenance grants. • Federal education jobs fund program money. • Home-based education program monitoring money. • PowerSchool acquisition money. • Regional education association money and grants.	
N/A	**Section 30** **Contingent Money** This section provides that if any money appropriated to the Superintendent of Public Instruction for state aid payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium, the money must be used to provide additional per student payments on a prorated basis.	**Section 46** No change from second engrossment
Section 33 **Regional Education Associations - Grants** This section authorizes the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations in order to assist them with the cost of compensating coordinators. The maximum grant payable to a regional education association under this section during each year of the biennium is the lesser of $50,000 or 70 percent of the total compensation payable to the coordinator.	The language in this section was added to Senate Bill No. 2013.	N/A The language in this section was added to Senate Bill No. 2013.
Section 34 **Appropriation** This section appropriates $150,000 to the Department of Commerce for the purpose of providing $1,200 grants to individuals seeking a child development associate credential.	This appropriation was removed by the Senate.	N/A
Section 35 **Principal Mentorship Grants** This section directs the Superintendent of Public Instruction to expend $461,500 from the grants - other grants line item in the Superintendent's appropriation bill and contract with a statewide educational organization for the development and implementation of a principal mentorship program.	The related funding for the principal mentorship program was removed from Senate Bill No. 2013.	N/A
Section 36 **Appropriation** This section appropriates $20,000 to the Superintendent of Public Instruction for the purpose of reimbursing expenses incurred by the Supplemental Teacher-Effectiveness Compensation Plan Review Panel.	This appropriation was removed by the Senate.	N/A

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
N/A	**Section 31** **Contingent Transfer by Bank of North Dakota for Special Education** This section provides that if there are insufficient funds with which to fully reimburse school districts for the excess costs of serving the 1 percent of special education students statewide who require the greatest school district expenditures, the Industrial Commission shall transfer the necessary amount from the Bank of North Dakota. Legislation requesting reimbursement of the Bank must be introduced during the 2013 session.	**Section 47** No change from second engrossment
N/A	**Section 32** **All-Day Kindergarten - Impact Report** This section requires each school district that provided full-day kindergarten during the previous school year to file a report with the Superintendent of Public Instruction indicating the nature and extent of any measurable academic growth experienced by the students who were enrolled in the program.	Removed by the House Education Committee
N/A	**Section 33** **Legislative Management Study - Teacher Compensation** This section directs the Legislative Management to consider studying ways to reform the manner in which teacher compensation is determined, with a view to recruiting, developing, and retaining a high-quality teaching workforce capable of significantly improving student performance.	Removed by the House Education Committee
N/A	N/A	**Section 48** **Legislative Management Study - Adult Education** This section directs the Legislative Management to consider studying the provision and funding of adult education.
N/A	N/A	**Section 49** **Education Funding and Taxation Committee - Study** This section creates the Education Funding and Taxation Committee. The committee consists of the chairmen of the House and Senate Education and Taxation Committees and five legislators appointed by the chairman of the Legislative Management. In addition, the committee has as nonvoting members the Tax Commissioner, the Superintendent of Public Instruction, a representative of the Governor, and two school district business managers. The committee is charged with examining short-term and longer-term state and local involvement in funding elementary and secondary education and is authorized to form workgroups, task forces, and subcommittees to seek additional information and outside expertise. Each member of the committee and any individual requested by the chairman to serve on a

As Introduced	Senate Version/Fiscal Effect	House Education Committee Amendments
		workgroup, task force, or subcommittee is entitled to receive reimbursement for actual and necessary expenses incurred in the same manner as state officials and each legislator serving on the committee is entitled to receive per diem compensation. State fiscal impact - The fiscal impact of the Education Funding and Taxation Committee will depend on the number of times the committee meets.
N/A	N/A	**Section 50** **Supplemental Teacher-Effectiveness Compensation Plans - Exemption - Carryover Authority** This section provides that Section 54-44.1-11 does not apply to any money included in the grants - state school aid line item for the purpose of funding supplemental teacher-effectiveness compensation plans during the 2011-13 biennium. Any money not expended by June 30, 2013, must be continued and expended only for the purpose of funding supplemental teacher-effectiveness compensation plans during the 2013-15 biennium. State fiscal impact - Funding remaining in the grants - state school aid line item after, all other obligations, is typically provided to school districts as additional state school aid. In addition, Section 54 provides that the supplemental teacher-effectiveness compensation program will expire June 30, 2013.
N/A	N/A	**Section 51** **Repeal** This section repeals various North Dakota Century Code sections pertaining to professional development. The repeal will take effect on July 1, 2013, in accordance with Section 53.
Section 37 **Repeal** This section repeals Section 15.1-27-15, which pertains to isolated schools.	**Section 34** No change	**Section 52** No change
N/A	**Section 35** **Effective Date** This section makes Section 21 effective on July 1, 2013.	**Section 53** This section makes Sections 22 and 51 effective on July 1, 2013.
N/A	N/A	**Section 54** This section sunsets the supplemental teacher-effectiveness compensation program on June 30, 2013. State fiscal effect - See note regarding Section 50.

HB2013

3/21/11
attachment #2

To: Sheila Sandness
From: Lois Myran, NDMILE Project Director
Date: March 30, 2011
RE: NDMILE Funding Sources

As requested, the NDMILE was funded through the following sources during the 2009-2011 biennium:

1. $75,000 ND Department of Public Instruction Budget
2. $100,000 School Improvement Grant –SIG Title I (one time ARRA funds)

Total $175,000

In February 2010 the first cohort group of schools was introduced to the NDMILE process. In August of 2010, the second cohort was introduced to the NDMILE process. A total of 48 schools are now using the NDMILE. Of the 48 schools using the NDMILE process, 26 schools are receiving support from assigned Capacity Builders starting in October 2010.

Please let me know if you have any further questions. I am available until noon today, Wednesday, March 30 but will be attending a funeral this afternoon. I will be available all day Thursday if you have any further questions.

Lois Myran
328.2629
lmyran@nd.gov

HB2013

3/31/11
attachment #3

ND DEPT OF PUBLIC INSTRUCTION
ND MILE Budget Detail - 2011-13

	Per Year	Biennium	Biennium Total
Salaries and Wages:	$0	$0	$0.00
Operating Expenses:			
Technical Assistance to Schools/Capacity Builders			$500,000
Contracts - Ten Capacity Builders 550 days x $360/day/year ($60/hour/6 hrs/day) (5 schools/11 days/year/10 cb)	*$198,000	$396,000	
Capacity Builders Expenses/Day ($94.54/day)	$52,000	$104,000	
*Start up costs, for 50 schools, $3,960/school/yr (Value of services received free by school)			
Professional Development for Participating Schools			$250,000
Reimbursement for New School District Team Expenses (Travel, per-diem, substitute teachers)	$82,500	$165,000	
Administrative/Management Expenses Contracted through REA, College/University, Content Presenters	$30,000	$60,000	
(Printing, site rental, technology, conference calls,)	$5,000	$10,000	
(New Participating Schools, All Participating Schools Statewide Conferences)	$7,500	$15,000	
Total Appropriation Request for the Biennium			$750,000

SB 2013

3/31/11

attachment # 4

PROPOSED AMENDMENT TO SB2013

Page 8, after line 8, insert:

"**SECTION 15. CONTINUING EDUCATION GRANTS.** The superintendent of public instruction shall use up to $100,000 of the grants-other grants line item contained in section 1 of this Act for the purpose of providing continuing education grants, for the biennium beginning July 1, 2011, and ending June 30, 2013, as provided in this section:

1. The superintendent shall award grants in amounts up to $1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:
   a. (1) Be licensed to teach by the education standards and practices board;
      (2) Have taught in this state during each of the last three school years; and
      (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;
   b. Be pursuing the requirements for a certificate in career development facilitation; or
   c. Be pursuing a school counselor credential.
2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated bases, according to the latest available average daily membership of each school district."

Renumber accordingly

Increases in costs due to SB 2150

	Section	Reason	Increase	
*	4	REAs	$400,000	
*	5	Professional Develop Advisory	$92,000	$122,000 - $30,000; May be lower due to .07005 amendment
	6	Teacher Support Program	$2,300,000	(certification)
	15	ND Scholarship Fund	$10,000,000	
*	18	Summative Assessment	$248,400	$678,400 (SB 2013) + $100,000 (Senate Add - National Board) + $30,000 (Senate add - Prof Dev Adv) - $560,000 ACT distrib savings
*				
*	20	Tech factor increase Power Schools	$3,000,000	(weighted factors)
*	20	Special Ed increase	$2,500,000	
*	20	Isolated Schools	$115,000	
Senate add	21	Alternative Middle School 460K	$1,088,000	Delayed implementation
*	22	Per Pupil Aid	$39,500,000	
*	23	Changes to trans max/min	-$5,500,000	
*	24	Equity (Formula)	$530,000	
*	28	Transportation	$0	??? An increase to schools, but not to the state due to this year's supplemental payment triggered by a larger ending balance
House add	29	Rapid Enrollment Growth	$5,000,000	
House add	29	Supplemental Teach Effect	$5,000,000	Factor reduced to .04 -- should be lower than that amount
		Alternative Comp Fund		0.05
			$64,273,400	

a work in progress
Rust
03-30-11

HB 2013
Dept
3/31/11
Handout #1

SB 2013
DPI
3/31/11
Handout #2

To: Sheila Sandness
From: Lois Myran, NDMILE Project Director
Date: March 30, 2011
RE: NDMILE Funding Sources

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Please let me know if you have any further questions. I am available until noon today, Wednesday, March 30 but will be attending a funeral this afternoon. I will be available all day Thursday if you have any further questions.

Lois Myran
328.2629
lmyran@nd.gov

Prepared by the North Dakota Legislative Co
staff for Representative Skarphol
March 2011

BILLS AND RESOLUTIONS UNDER CONSIDERATION THAT AFFECT ELEMENTARY AND SECONDARY EDUCATION

Senate Bill No. 2013 provides the funding for the Department of Public Instruction, School for the Deaf, North Dakota Vision Services - School for the Blind, and the State Library. The bill also provides funding for mill levy reduction grants and a contingent appropriation for school district deferred maintenance and physical plant improvement grants. The table below lists other major bills and resolutions under consideration by the 2011 Legislative Assembly as of March 23, 2011, that affect elementary and secondary education.

Bill/ Resolution No.	Description	2011-13 Biennium Appropriations Included in Other Education Bills			Estimated 2011-13 Biennium Fiscal Impact		
		General Fund	Special Funds	Total	General Fund	Special Funds	Total
1029	Relates to **school approval** and payment reductions for unaccredited schools						
1030	Increases the number of minimum full **days of instruction** under severe weather or other emergency conditions and provides for portions of days missed to be added together when requesting a gubernatorial waiver of required class rescheduling						
1047	Includes transfers from the permanent oil tax trust fund and an appropriation to provide for a continuation of property tax relief and **mill levy reduction grants** to school districts	$341,790,000		$341,790,000	$341,790,000		$341,790,000
1049	Directs the Superintendent of Public Instruction to conduct a **study of Indian education issues** and report to the Legislative Management						
1074	Expands eligibility for **state reimbursement for education** and related costs for students voluntarily placed in residential child care homes or facilities and in boarding care programs within their school district of residence	708,000		708,000	1,000,000		1,000,000
1094	Provides that funds in the **national board certification fund** are to be invested by the State Treasurer rather than the State Investment Board						
1373	Provides $1 million from the general fund to the Department of Human Services for grants to federally designated **Head Start programs**	1,000,000		1,000,000	1,000,000		1,000,000
1465	Relates to the **prevention of bullying** in public schools						
3004	Directs the Legislative Management to **study Indian education issues**, including a fair and equitable allocation of all state and federal educational funding						
3018	Amends the state constitution to provide that if the deposits of oil extraction tax revenues into the **foundation aid stabilization fund** would cause the fund to increase by more than 2 percent each year, the excess amount must be deposited in the common schools trust fund				(32,000)		(32,000)

SB 2013
Dept. of Public Instruction
4/4/11
Attachment #1

Bill/ Resolution No.	Description	2011-13 Biennium Appropriations Included in Other Education Bills			Estimated 2011-13 Biennium Fiscal Impact		
		General Fund	Special Funds	Total	General Fund	Special Funds	Total
3046	Amends the state constitution to remove the Superintendent of Public Instruction and the State Board of Higher Education and create a **department of education** beginning on January 1, 2015, to oversee and administer the provision of all public education in the state	The effect on expenditures cannot be determined			The effect on expenditures cannot be determined		
2150	Incorporates the **recommendations of the North Dakota Commission on Education Improvement** relating to the coordination of student information systems, early childhood education, regional education associations, the Professional Development Advisory Committee, teacher mentoring, compulsory attendance, course requirements, scholarships, educational and career planning, summative assessments, kindergarten, state aid payments, early childhood education programs, transportation grants, teacher compensation, contingency payments, a contingent transfer from the Bank of North Dakota for special education, an all-day kindergarten impact report, and a Legislative Management study of teacher compensation				83,955,599	$15,338,000	99,293,599
2167	Relates to **bullying policy**, professional development, and prevention programs						
2281	Relates to a **concussion management** program						
2311	Relates to the **North Dakota Teacher of the Year** award						
2314	Provides grants to the **Prevention Advisory Task Force**	200,000		200,000	200,000		200,000
	Total	$343,698,000	$0	$343,698,000	$427,913,599	$15,338,000	$443,251,599

SB 2013
Department of public Inst.
4/4/11
attachment #2

Adult Education
Budget Request
2011-2013

Current Funding	July 2010 – June 2011	July 2011 – July 2012
Federal	$900,000.	To be determined May 2011
State	$925,000.	$925,000.

Biennial Budget Request	July 2011 – June 2012	July 2012 – June 2013
Additional staff for 17 Adult Learning Centers	$461,000.	$461,000.
Satellite Centers (12)	$ 45,600.	$ 45,600.
Summer Programming	$ 76,000.	$ 76,000.
Infrastructure, professional development, data collection system upgrade and maintenance	$317,400.	$317,400.
Total Additional Request	**$900,000.**	**$900,000.**
		$1,800,000.
House Appropriation Request:		
As of 4.1.11: additional funding necessary to provide instruction to current statewide waiting list	Serve 149 $107,280.	Serve 99 $ 71,280. (estimate)
	$1,007,280.	**$971,280.**
		$1,978,560.

SB 2013
DPI
4/4/11
Handout #1

Adult Education
Funded Costs & Actual Costs

2010 - 2011 Annual FUNDED Costs:

Federal appropriation:	$ 900,000.
State appropriation:	$ 925,000.
Enrollment:	2400
Cost per student:	$ 720.

****

2010 - 2011 Annual ACTUAL Costs:
Cost factor variables vary from site to site depending upon the number of students, local sponsoring agency contributions, etc.

Example: Bismarck Adult Learning Center

2010-2011 appropriation:	$272,000.
Local in-kind contribution (Bismarck Public Schools; 9 mth. contract):	$224,000.

[Rent/space, utilities, teacher staff (.75 FTE), accounting, tech support, furniture, equipment, postage, paper, mailing, equipment]

Students served in 9 month school year: 350
Number of instructional days: 172
TOTAL: $496,000/9 months
PER STUDENT COST: $1417.
Monthly cost: $55,111.

To provide instruction for summer (June, July, August): $55,111 x 3 = $165, 333

The same formula and process can be used for all 17 ALC's; those sites with fewer students will have higher per student costs with average just over $1500/student.

****

Current number of students on waiting lists to receive adult education 149:

- 72 seeking GED
- 31 ESL / citizenship
- 46 general remediation

Estimated teacher: student ratio*:

1: 18 for GED and general remediation	118: 6.5 teachers (fulltime)
1:8 - 10 for ESL & citizenship	31: 3.1 teachers (part time)

* varies on initial academic assessment and need for accommodations

SB 2013
Department of public Ins
4/4/11
attachment #2

Adult Education
Budget Request
2011-2013

Current Funding	July 2010 – June 2011	July 2011 – July 2012
Federal	$900,000.	To be determined May 2011
State	$925,000.	$925,000.

Biennial Budget Request	July 2011 – June 2012	July 2012 – June 2013
Additional staff for 17 Adult Learning Centers	$461,000.	$461,000.
Satellite Centers (12)	$ 45,600.	$ 45,600.
Summer Programming	$ 76,000.	$ 76,000.
Infrastructure, professional development, data collection system upgrade and maintenance	$317,400.	$317,400.
Total Additional Request	**$900,000.**	**$900,000.**
		$1,800,000.
House Appropriation Request		
As of 4.1.11: additional funding necessary to provide instruction to current statewide waiting list	Serve 149 $107,280.	Serve 99 $ 71,280. (estimate)
	$1,007,280.	**$971,280.**
		$1,978,560.

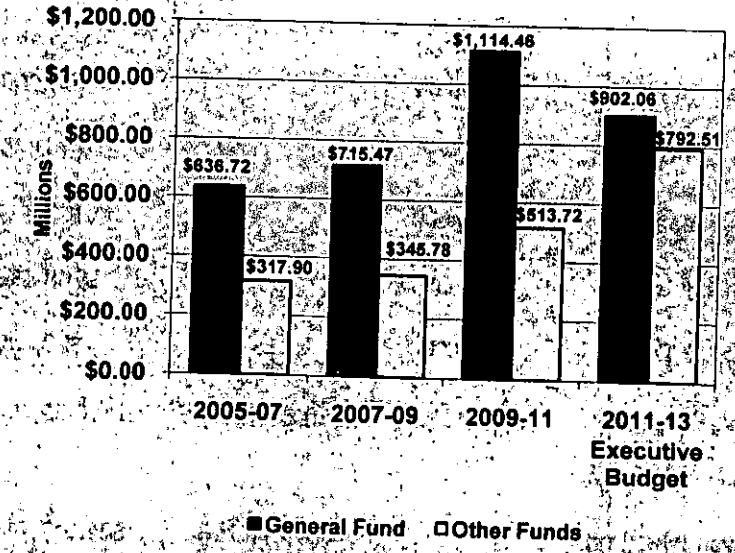
Prepared by the North Dakota Legislative Council staff for House Appropriations
March 8, 2011

Department 201 - Department of Public Instruction
Senate Bill No. 2013

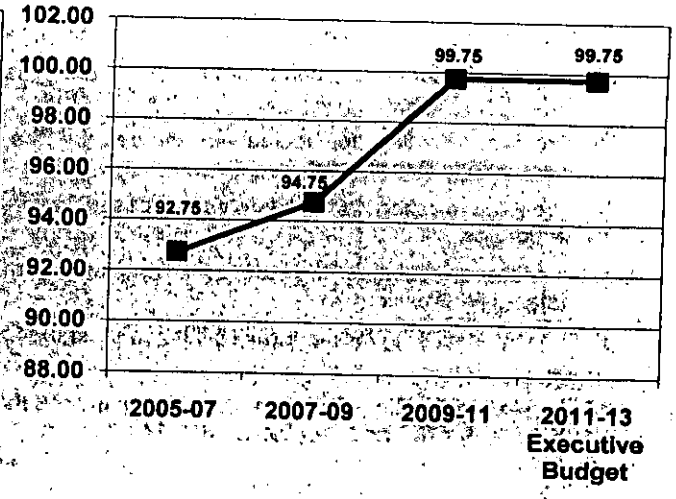
	FTE Positions	General Fund	Other Funds	Total
2011-13 Executive Budget	99.75	$902,064,740	$792,508,423	$1,694,573,163
2009-11 Legislative Appropriations	99.75	1,114,455,590	513,721,154	1,628,176,744[1]
Increase (Decrease)	0.00	($212,390,850)	$278,787,269	$66,396,419

[1]The 2009-11 appropriation amounts include $150,000, $50,000 of which is from the general fund, for the agency's share of the $16 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for executive branch employees, and a $5 million appropriation from the general fund for supplemental transportation aid payments contingent on the Office of Management and Budget projecting during the 2009-11 biennium that the June 30, 2011, ending balance of the state general fund will be $30 million more than estimated by the 2009 Legislative Assembly. The 2009-11 appropriation amounts do not include $167,958 of additional special funds authority resulting from Emergency Commission action during the 2009-11 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2011-13 Executive Budget	$901,480,740	$584,000	$902,064,740
2009-11 Legislative Appropriations	1,113,704,590	751,000	1,114,455,590
Increase (Decrease)	($212,223,850)	($167,000)	($212,390,850)

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
Salaries and wages			
1. Provides funding for temporary salaries to administer the North Dakota academic and technical education scholarships program	$76,692		$76,692
Operating expenses			
2. Removes one-time funding provided for the department's state automated reporting system (STARS) application in the 2009-11 biennium	($500,000)		($500,000)
3. Removes one-time funding provided for the development of a personal finance schoolbook in the 2009-11 biennium	($25,000)		($25,000)
4. Decreases federal funding for the North Dakota state longitudinal education data system project		($3,645,665)	($3,645,665)

5. Removes federal fiscal stimulus funding for administration		($173,815)	($173,815)
6. Provides one-time funding for the department's STARS application in the 2011-13 biennium	$384,000		$384,000
7. Provides one-time funding for the Education Standards and Practices Board approval and accreditation mainframe rewrite. **The Senate changed the funding source to provide $200,000 from the national board certification fund.**	$200,000		$200,000
8. Provides funding for estimated costs of administering the American College Test (ACT) to all 11th grade students. **The Senate provided an additional $100,000 from the national board certification fund for the cost of administering the ACT and WorkKeys assessments, including the writing test, to provide a total of $778,400.**	$678,400		$678,400
9. Provides funding for software to manage the North Dakota academic and technical education scholarships program	$5,000		$5,000
10. Provides funding for the costs associated with the Professional Development Advisory Committee established by the 2009 Legislative Assembly	$122,000		$122,000
11. Provides funding for contracted grant writing consultants	$200,000		$200,000
12. Provides funding to continue the North Dakota Indian Education Advisory Council	$66,000		$66,000
13. Provides funding for increased charges by the Information Technology Department	$185,880		$185,880
14. Provides funding for inflationary increases in other operating expenses	$100,000		$100,000
15. Increases funding for the state assessment program to provide a total of $2.2 million	$763,586		$763,586
16. Provides funding for the Early Childhood Learning Council	$20,000		$20,000
Grants			
17. Increases funding for state school aid from $808,370,295 to $919,459,478 and replaces $85,644,337 of federal fiscal stimulus funds provided during the 2009-11 biennium with funding from the general fund	$181,395,520	($70,306,337)	$111,089,183
18. Provides one-time federal funding from the education jobs fund program to be distributed to school districts using the state school aid formula		$21,517,716	$21,517,716
19. Removes funding for supplemental operations grants provided in the 2009-11 biennium	($16,795,584)		($16,795,584)
20. Removes federal fiscal stimulus funds provided in the 2009-11 biennium		($67,379,051)	($67,379,051)
21. Removes funding for supplemental one-time grants provided in the 2009-11 biennium	($85,644,337)		($85,644,337)
22. Increases funding for special education from $15.5 million to $16 million	$500,000		$500,000
23. Provides funding for transportation grants of $48.5 million from the general fund. The 2009 Legislative Assembly appropriated $43.5 million from the general fund and provided contingent funding of $5 million from the general fund for supplemental transportation aid payments for the 2009-11 biennium.			$0
24. Removes funding from the general fund for mill levy reduction grants and provides funding for mill levy reduction grants from the property tax relief sustainability fund	($295,000,000)	$341,790,000	$46,790,000
25. Removes one-time funding provided for a grant to the North Dakota Geographic Alliance in the 2009-11 biennium	($226,000)		($226,000)
26. Removes one-time funding provided to create a national board certification fund in the 2009-11 biennium	($500,000)		($500,000)
27. Increases federal funding for other grants		$44,040,643	$44,040,643

28. Increases funding from the general fund for other grants. **The Senate increased funding from the general fund for various other grants by a total of $235,000.**	$29,000		$29,000
29. Provides one-time funding for other grants from federal fiscal stimulus funds continuing in the 2011-13 biennium for the school improvement, Title I, preschool, and IDEA B programs		$12,615,433	$12,615,433
30. Provides funding for curriculum alignment grants	$100,000		$100,000
31. Provides funding for principal mentoring grants. **The Senate removed this funding.**	$461,500		$461,500
32. Provides funding for prekindergarten space grants	$125,000		$125,000
33. Provides funding for continuing education grants for preschool teachers	$150,000		$150,000
34. Increases funding for the national board certification program to provide a total of $185,000. **The Senate changed the funding source to provide $185,000 from the national board certification fund.**	$82,500		$82,500
35. Provides funding for an Alternative Teacher Compensation System Review Panel and contracted program adviser. **The Senate removed this funding.**	$300,000		$300,000

Other Sections in Bill

2009-11 deficiency appropriation - Section 3 appropriates $30 million of additional federal funds to the Department of Public Instruction for providing grants to school districts during the 2009-11 biennium.

Tuition apportionment - Section 4 provides that any money available in the state tuition fund in excess of the $101,638,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

Mill levy reduction grants - Section 5 identifies $341,790,000 from the property tax relief sustainability fund for mill levy reduction grants.

Payments for 2009-11 biennium educational services - Section 6 provides that the Department of Public Instruction may use money appropriated for state school aid and special education contracts for the 2011-13 biennium to pay claims due during the 2009-11 biennium but not filed with the department until the 2011-13 biennium.

Special education gifted and talented programs - Section 9 provides that $800,000 of the amount appropriated for state school aid must be used to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the Superintendent of Public Instruction.

Teacher of the year program - Section 10 requires the Department of Public Instruction to administer a teacher of the year program for the 2011-13 biennium. The department is to assign responsibility to its staff to coordinate the annual event, including preparation of application materials, distribution of materials to the selection committee, publicity, and planning of the event at which the recipient of the award is announced. The selection committee appointed by the Department of Public Instruction may not include more than one representative from any education-related organization or association.

Indirect cost allocation - Section 11 provides that, notwithstanding North Dakota Century Code (NDCC) Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

Amendment of 2009 Session Laws - Sections 17 and 18 amend 2009 Session Laws to provide that the Department of Public Instruction continue $9 million of estimated excess funding for state school aid and transportation aid payments from the 2009-11 biennium to the 2011-13 biennium for state school aid per student payments. Any additional excess funds remaining at the end of the 2009-11 biennium are to be distributed according to provisions of House Bill No. 1400 (2009). The Department of Public Instruction anticipates the 2009-11 biennium funding for state school aid will exceed the per student state school aid obligation by approximately $8 million and the funding for transportation aid payments will exceed obligations by approximately $1.9 million. The 2009 Legislative Assembly provided in House Bill No. 1400 that any funds appropriated for state school aid remaining after the department has provided for all statutory payment obligations be distributed as additional per student payments on a prorated basis according to the latest available average daily membership of each school district and that any funds remaining after the application of the transportation formula be distributed on a pro rata basis based on percentage of total transportation formula payments.

Elected officials' salary increase - Section 20 includes the statutory changes necessary to increase the Superintendent of Public Instruction's salary as follows:

Annual salary authorized by the 2009 Legislative Assembly:

July 2009-June 2010	$95,116
July 2010-June 2011	$99,872

Proposed annual salary recommended in the 2011-13 executive budget:

July 2011-June 2012	$102,868
July 2012-June 2013	$105,954

Federal education jobs fund program - Section 22 provides an emergency clause to allow North Dakota's share of the federal education jobs fund program totaling $21,517,716 to begin to be distributed prior to July 1, 2011. The funding is to be made available to school districts for use in hiring or rehiring school employees during the 2010-11 school year and will be distributed to school districts through the state's funding formula. In addition, the sections relating to the amendment of the 2009 Session Laws are also an emergency measure.

The Senate added the following sections:

National board certification fund - Sections were added to repeal the national board certification fund and provide that any funds remaining in the fund at the end of the 2011-13 biennium be transferred to the general fund.

Regional education association grants - A section was added to authorize the Superintendent of Public Instruction to expend up to $800,000 from the state school aid line item for the purpose of providing grants to eligible regional education associations to assist with the cost of compensating coordinators.

Alternative education programs - A section was added to authorize the Superintendent of Public Instruction to expend up to $460,000 from the grants - other education line item for the purpose of providing payments to eligible school districts that offer alternative education programs to students in grades six through eight, for the 2011-13 biennium.

Deferred maintenance and physical plant improvement grants - A section was added to provide a contingent $7 million appropriation from the general fund for deferred maintenance and physical plant improvement grants to school districts. The appropriation is contingent on either the June 30, 2012, or June 30, 2013, estimated general fund balance exceeding the forecast balance at the conclusion of the 2011 legislative session by more than $30 million.

Continuing Appropriations

Instructional materials revolving printing fund - NDCC Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - NDCC Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Significant Audit Findings

The operational audit of the Department of Public Instruction conducted by the State Auditor's office during the 2009-10 interim included the following significant audit findings:

- Controls are not in place to properly ensure procurement procedures are performed in accordance with North Dakota Administrative Code (NDAC) Article 4-12 and North Dakota State Procurement Office guidelines.
- Regarding a review of school employee background checks, the State Auditor's office determined:
  - Schoolteachers in the state receive a background check during their initial license application by the Education Standards and Practices Board. No further background checks are required once the teachers are initially licensed. Since background checks are not periodically required after the initial check, it is possible that a school would be unaware of a current teacher committing a crime which would normally be cause for school disciplinary action or dismissal against the teacher.
  - There is no state law requiring background checks for other school employees, including busdrivers, cooks, coaches, etc. School districts, however, do have the authority to request background checks through the Bureau of Criminal Investigation for other school employees in their district. As these requests are based on various school district policies, the State Auditor's office was unable to determine if there is any consistency in how this law is being implemented. This could result in school districts having different policies to cover background checks for nonteacher employees. Also, some school districts may have chosen to not perform background checks on other school employees which could result in hiring individuals with criminal backgrounds to work in close proximity to children.
- Regarding emergency and disaster drills in schools, state law does not specify how many of each type of school emergency or disaster drill that needs to be completed by schools in the state. In addition, the law does not list any penalties for not completing the necessary school drills. As a result, it appears no one is tracking or reviewing the results of any non-fire emergency drills performed by schools.
- Monitoring procedures should be strengthened surrounding the Title II-D grant program, including ensuring support for the desk reviews is maintained, ensuring all desk reviews are reviewed by the applicable program managers, and establishing procedures to include site visits and financial reviews of the competitive grants.

Major Related Legislation

House Bill No. 1029 - Relates to **school approval** and payment reductions for unaccredited schools.

House Bill No. 1030 - Increases the number of minimum full **days of instruction** under severe weather or other emergency conditions and provides for portions of days missed to be added together when requesting a gubernatorial waiver of required class rescheduling.

House Bill No. 1047 - Includes transfers from the permanent oil tax trust fund and an appropriation to provide for a continuation of property tax relief and **mill levy reduction grants** to school districts.

House Bill No. 1049 - Directs the Superintendent of Public Instruction to conduct a **study of Indian education issues** and report to the Legislative Management.

House Bill No. 1074 - Expands eligibility for **state reimbursement for education** and related costs for students voluntarily placed in residential child care homes or facilities and in boarding care programs within their school district of residence.

House Bill No. 1094 - Provides funds in the **national board certification fund** are to be invested by the State Treasurer rather than the State Investment Board.

House Bill No. 1106 - Relates to eligibility for North Dakota **academic and career and technical education scholarships**.

House Bill No. 1373 - Provides $1 million from the general fund to the Department of Human Services for grants to federally designated **Head Start programs**.

House Bill No. 1465 - Relates to the **prevention of bullying** in public schools.

House Concurrent Resolution No. 3004 - Directs the Legislative Management to **study Indian education issues**, including a fair and equitable allocation of all state and federal educational funding.

House Concurrent Resolution No. 3018 - Amends the state constitution to provide that if the deposits of oil extraction tax revenues into the **foundation aid stabilization fund** would cause the fund to increase by more than 2 percent each year, the excess amount must be deposited in the common schools trust fund.

House Concurrent Resolution No. 3046 - Amends the state constitution to remove the Superintendent of Public Instruction and the State Board of Higher Education and create a **Department of Education** beginning on January 1, 2015, to oversee and administer the provision of all public education in the state.

Senate Bill No. 2150 - Incorporates the **recommendations of the North Dakota Commission on Education Improvement** relating to the coordination of student information systems, early childhood education, regional education associations, the professional development advisory committee, teacher mentoring, compulsory attendance, course requirements, scholarships, educational and career planning, summative assessments, kindergarten, state aid payments, early childhood education programs, transportation grants, teacher compensation, contingency payments, a contingent transfer from the Bank of North Dakota for special education, an all-day kindergarten impact report, and a Legislative Management study of teacher compensation.

Senate Bill No. 2167 - Relates to **bullying policy**, professional development, and prevention programs.

Senate Bill No. 2281 - Relates to a **concussion management** program.

Senate Bill No. 2311 - Relates to the **North Dakota Teacher of the Year** award.

Senate Bill No. 2314 - Provides $200,000 from the general fund to the Superintendent of Public Instruction for grants to the **Prevention Advisory Task Force**.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increase Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - State Library - Senate Action

The Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

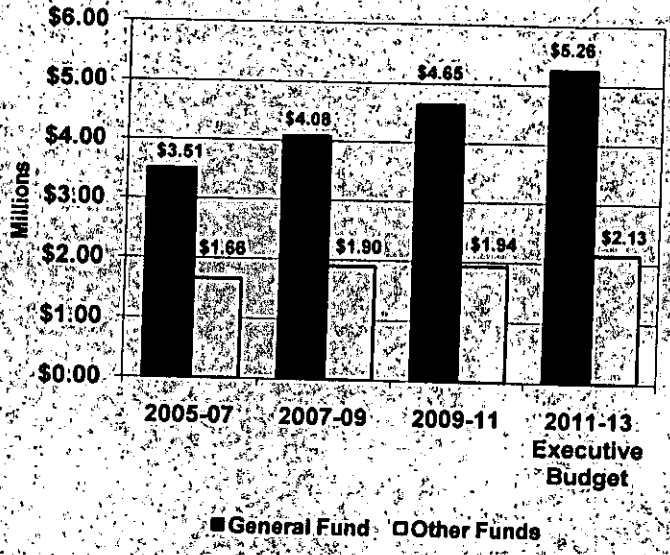
Prepared by the North Dakota Legislative Council staff for House Appropriations
March 8, 2011

Department 250 - State Library
Senate Bill No. 2013

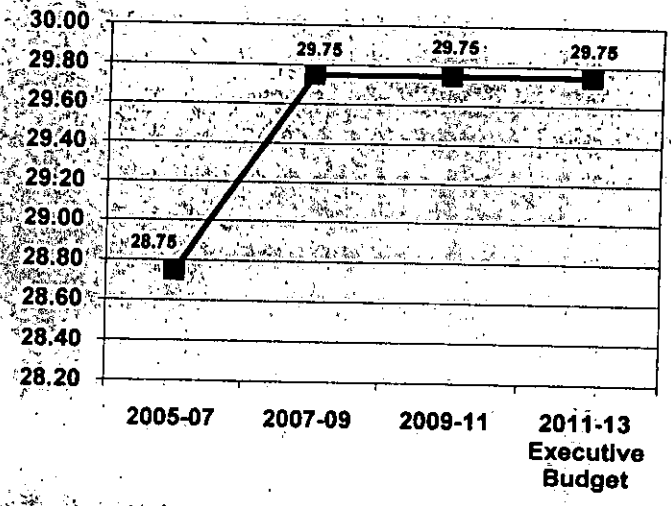
	FTE Positions	General Fund	Other Funds	Total
2011-13 Executive Budget	29.75	$5,263,975	$2,134,610	$7,398,585
2009-11 Legislative Appropriations	29.75	4,651,028	1,935,336	6,586,364[1]
Increase (Decrease)	0.00	$612,947	$199,274	$812,221

[1]The 2009-11 appropriation amounts include $57,500, $50,000 of which is from the general fund, for the agency's share of the $16 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for executive branch employees. The 2009-11 appropriation amounts do not include $200,000 of additional special funds authority resulting from Emergency Commission action during the 2009-11 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2011-13 Executive Budget	$5,263,975	$0	$5,263,975
2009-11 Legislative Appropriations	4,651,028	0	4,651,028
Increase (Decrease)	$612,947	$0	$612,947

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Increases funding for information technology costs	$8,967		$8,967
2. Transfers funding from the Information Technology Department to the State Library to continue to provide Internet connectivity to 32 public libraries	$128,240		$128,240
3. Increases funding to continue the Internet connectivity to libraries and to provide filtering services to 15 public libraries	$75,946		$75,946
4. Increases state aid to public libraries to provide a total of $1.5 million	$200,000		$200,000
5. Increases federal funding in the grants line item to provide grants to public and school libraries		$200,000	$200,000

Other Sections in Bill

State aid to public libraries - Section 10 provides that of the $1.5 million provided for aid to public libraries, no more than one-half is to be expended during the fiscal year ending June 30, 2012.

Continuing Appropriations

No continuing appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

House Bill No. 1396 - Relates to the exemption of certain library, archive, and museum collections from open records requirements.

Senate Bill No. 2099 - Relates to the State Library biennial report to the Superintendent of Public Instruction and the Governor.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increases Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - State Library - Senate Action

The Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

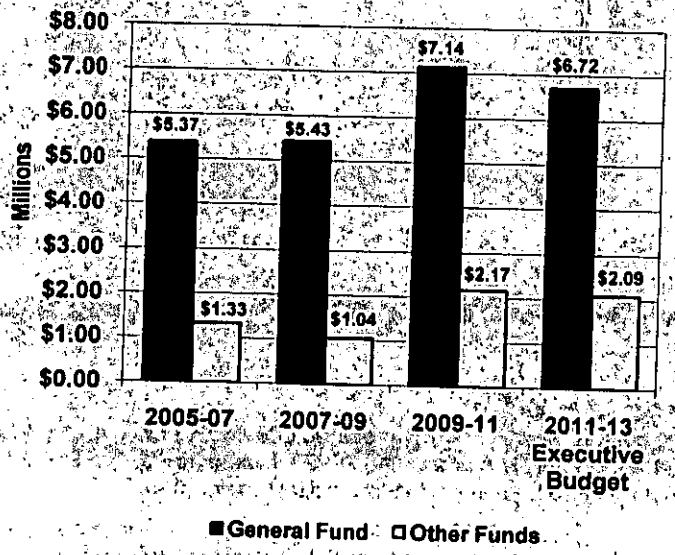
Prepared by the North Dakota Legislative Council staff for House Appropriations
March 8, 2011

Department 252 - School for the Deaf
Senate Bill No. 2013

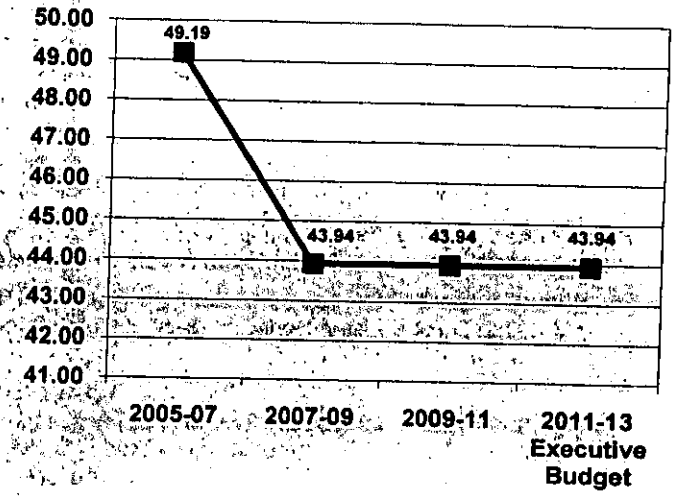
	FTE Positions	General Fund	Other Funds	Total
2011-13 Executive Budget	43.94	$6,718,772	$2,088,007	$8,806,779
2009-11 Legislative Appropriations	43.94	7,139,896	2,168,550	9,308,446[1]
Increase (Decrease)	0.00	($421,124)	($80,543)	($501,667)

[1]The 2009-11 appropriation amounts include $42,100, $40,000 of which is from the general fund, for the agency's share of the $16 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for executive branch employees. The 2009-11 appropriation amounts do not include $265,219 of general fund carryover authority from the 2007-09 biennium, of which $32,332 is for the Trades Building remodel and $232,887 is for the Smith Building elevator.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2011-13 Executive Budget	$6,614,972	$103,800	$6,718,772
2009-11 Legislative Appropriations	6,238,896	901,000	7,139,896
Increase (Decrease)	$376,076	($797,200)	($421,124)

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Removes one-time funding provided for a facility master plan in the 2009-11 biennium	($41,000)		($41,000)
2. Removes one-time funding provided for a virtual school business plan in the 2009-11 biennium	($25,000)		($25,000)
3. Removes extraordinary repairs funding provided for the demolition of the infirmary in the 2009-11 biennium	($41,000)		($41,000)
4. Removes equipment funding provided for a backup generator in the 2009-11 biennium		($127,640)	($127,640)
5. Removes equipment funding provided for a tractor in the 2009-11 biennium		($60,500)	($60,500)
6. Removes funding provided for deferred maintenance in the 2009-11 biennium	($98,605)		($98,605)

7. Removes one-time funding provided for the Trades Building remodel in the 2009-11 biennium	($835,000)	($835,000)	($1,670,000)
8. Increases (decreases) funding for operating costs, including the following major changes:	$120,291	($9,182)	$111,109
9. Provides funding for extraordinary repairs to replace the gym roof		$59,730	$59,730
10. Provides one-time funding for extraordinary repairs identified in the facility master plan as follows:	$103,800	$835,000	$938,800
11. Provides funding for equipment over $5,000, including a clinical audiometer ($8,800), a Tympstar middle ear analyzer ($8,900), and a campus clock system ($17,000)		$34,700	$34,700
12. Provides funding to replace the campus computer server		$7,000	$7,000
13. Reduces funding for operating expenses and recognizes an anticipated increase in funding from the Land Department	($57,801)	$8,000	($49,801)
14. Reduces funding for superintendent position currently shared with North Dakota Vision Services - School for the Blind	($86,030)		($86,030)

	Increase (Decrease)	Total Provided
Food and clothing	$53,687	$182,489
Utilities	($60,256)	$192,495
Operating fees and services	$66,390	$145,055

School building repairs	$520,200
Apartment building and garage demolition	17,000
Kitchen and dining building repairs	101,200
Blackhurst Dormitory repairs	250,400
Replace electric transformers	50,000
Total	$938,800

Other Sections in Bill

Extraordinary repairs carryover - Section 14 provides for the continuation and transfer of the 2009-11 biennium general fund appropriation of $835,000 for remodel of the Trades Building that will not be spent in the 2009-11 biennium to the School for the Deaf fund for use during the 2011-13 biennium for extraordinary repairs identified in the facility master plan.

Higher education interpreter grant program - Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hard-of-hearing for the 2011-13 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

Continuing Appropriations

No continuing appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

No major legislation has been introduced affecting this agency.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increases Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

enate Bill No. 2013 - State Library - Senate Action

ne Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

1 Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

2 One-time funding is added to purchase a tractor.

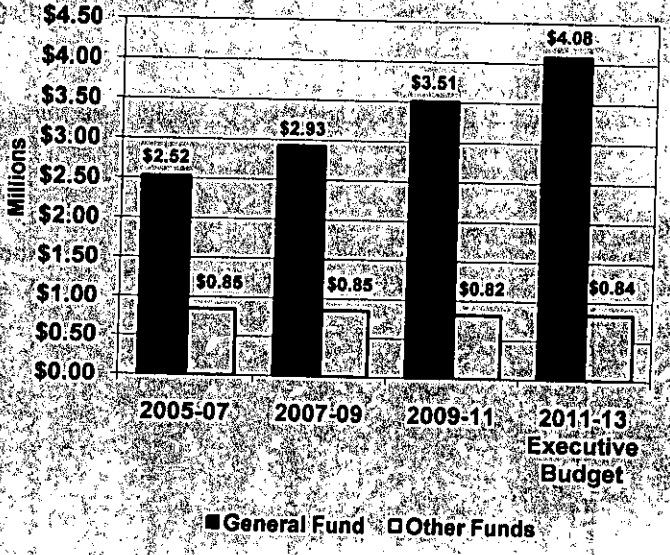
Prepared by the North Dakota Legislative Council staff for House Appropriations
March 8, 2011

Department 253 - North Dakota Vision Services - School for the Blind
Senate Bill No. 2013

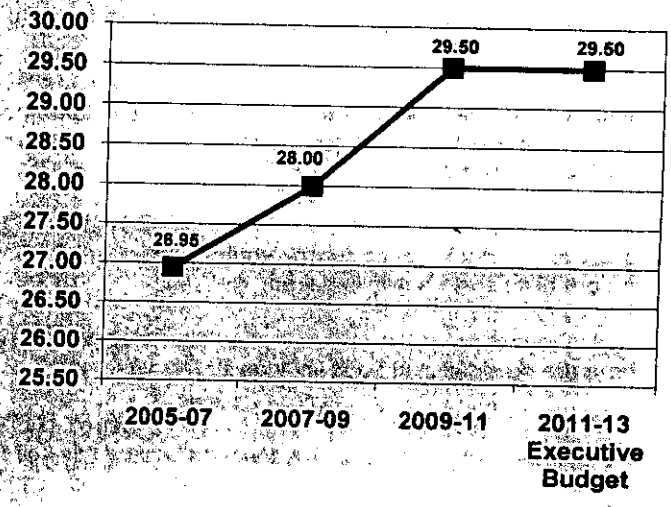
	FTE Positions	General Fund	Other Funds	Total
2011-13 Executive Budget	29.50	$4,080,240	$835,091	$4,915,331
2009-11 Legislative Appropriations	29.50	3,510,068	818,902	4,328,970[1]
Increase (Decrease)	0.00	$570,172	$16,189	$586,361

[1]The 2009-11 appropriation amounts include $21,000, $18,000 of which is from the general fund, for the agency's share of the $16 million funding pool appropriated to the Office of Management and Budget for special market equity adjustments for executive branch employees.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2011-13 Executive Budget	$3,727,240	$353,000	$4,080,240
2009-11 Legislative Appropriations	3,439,868	70,200	3,510,068
Increase (Decrease)	$287,372	$282,800	$570,172

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Removes one-time funding provided for security cameras and portable adaptive technology devices in the 2009-11 biennium	($18,200)		($18,200)
2. Removes one-time funding provided for videoconferencing equipment in the 2009-11 biennium	($14,000)		($14,000)
3. Removes one-time funding provided for the installation of an intercom system in the 2009-11 biennium	($7,000)		($7,000)
4. Removes one-time funding provided for window replacement in the 2009-11 biennium	($31,000)		($31,000)
5. Removes funding provided for equipment over $5,000 in the 2009-11 biennium	($6,000)		($6,000)

6. Provides contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building if the current tenant discontinues the lease. **The Senate removed this funding.**	$300,000	$300,000
7. Provides one-time funding for instructional equipment	$24,500	$24,500
8. Provides one-time funding for a facility master plan	$20,000	$20,000
9. Provides one-time funding for a Braille embosser	$8,500	$8,500
10. Increases funding for operating expenses related to utilities, repairs, maintenance, supplies, and data processing	$40,000	$40,000
11. Removes a .5 FTE position and related funding for the superintendent position currently shared with the School for the Deaf	($135,082)	($135,082)
12. Provides funding for a .5 FTE Braille music instructor position	$69,499	$69,499

Other Sections in Bill

Subscription and Braille fees - Section 13 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

Continuing Appropriations

Visual aid and appliance fund - North Dakota Century Code Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

No major legislation has been introduced affecting this agency.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75
State Library			
Salaries and wages	$3,450,359		$3,450,359
Operating expenses	1,695,726		1,695,726
Grants	2,252,500		2,252,500
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,932,638		$5,932,638
Operating expenses	1,633,911		1,633,911
Capital assets	1,040,230		1,040,230
Grants	200,000		200,000
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
FTE	43.94	0.00	43.94
Vision Services - School for the Blind			
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50
Bill Total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227
FTE	202.94	0.00	202.94

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

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

	Increases Funding for Grants[1]	Adjusts Funding Source of Teacher Approval and Accreditation Mainframe Rewrite[2]	Adjusts Funding Source of National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review Panel[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total Provided
Rural art outreach project	$20,000	$380,000
Red River Writing Project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of one-time funding for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades 6 through 8.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the 2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.
- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - State Library - Senate Action

The Senate did not change the executive recommendation for the State Library.

Senate Bill No. 2013 - School for the Deaf - Senate Action

The Senate did not change the executive recommendation for the School for the Deaf.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

1. Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

2. One-time funding is added to purchase a tractor.

11.8163.01002
Title.02000
Fiscal No. 1

Prepared by the Legislative Council staff for
Senate Appropriations
February 15, 2011

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, after the second "for" insert "regional education association grants, alternative education program grants,"

Page 1, line 4, after the semicolon insert "to provide a contingent appropriation;"

Page 1, line 5, after the first semicolon insert "to repeal section 15.1-13-33 of the North Dakota Century Code, relating to the national board certification fund;"

Page 1, line 5, after the second semicolon insert "to provide for a transfer;"

Page 1, replace line 21 with:

"Operating expenses	30,770,801	(1,019,614)	29,751,187"

Page 2, replace line 3 with:

"Grants - Other grants	245,203,721	57,760,261	302,963,982"

Page 2, remove line 5

Page 2, replace line 9 with:

"Total all funds	$1,468,777,356	$225,829,307	$1,694,606,663"

Page 2, replace line 10 with:

"Less estimated income	360,597,766	432,395,657	792,993,423"

Page 2, replace line 11 with:

"Total general fund	$1,108,179,590	($206,566,350)	$901,613,240"

Page 3, replace lines 11 and 12 with:

"Capital assets	39,500	25,500	65,000"

Page 3, replace line 13 with:

"Total all funds	$4,237,770	$394,561	$4,632,331"

Page 3, replace line 15 with:

"Total general fund	$3,421,868	$375,372	$3,797,240"

Page 3, replace line 21 with:

"Grand total general fund	$1,122,401,382	($205,008,155)	$917,393,227"

Page 3, replace line 22 with:

"Grand total special funds	$364,672,954	$433,378,177	$798,051,131"

Page 3, replace line 23 with:

"Grand total all funds	$1,487,074,336	$228,370,022	$1,715,444,358"

Page 3, remove line 31

Page 4, replace line 5 with:

" Total department of public instruction - All funds	$154,249,388	$384,000"

Page 4, replace line 8 with:

" Total department of public instruction -	$1,226,000	$384,000"

Page 4, replace line 19 with:

" Equipment	$39,200	$25,500"

Page 4, replace line 24 with:

" Total school for the blind - All funds	$70,200	$370,000"

Page 4, replace line 26 with:

" Total school for the blind - General fund	$70,200	$370,000"

Page 4, replace line 27 with:

"Grand total - All funds	$156,055,588	$857,800"

Page 4, replace line 29 with:

"Grand total - General fund	$2,197,200	$857,800"

Page 5, after line 24, insert:

"**SECTION 7. REGIONAL EDUCATION ASSOCIATIONS - GRANTS.** During the 2011-13 biennium, the superintendent of public instruction shall expend up to $800,000 from the grants - state school aid line item in subdivision 1 of section 1 of this Act for the purpose of providing an annual grant to each eligible regional education association in order to assist each association with the cost of compensating a coordinator.

1. In order to receive a grant under this section, each regional education association must:

   a. Enter a contract with an individual to serve as a coordinator, on a full-time or a part-time basis, for a duration of at least twelve months; and

   b. Provide from other revenue sources at least thirty percent of the total compensation payable to the coordinator.

2. The maximum grant payable to a regional education association under this section during each year of the biennium is the lesser of $50,000 or seventy percent of the total compensation payable to the coordinator.

SECTION 8. ALTERNATIVE EDUCATION PROGRAM GRANTS - FUNDING - DISTRIBUTION. The sum of $460,000, included in the grants - other education line item in subdivision 1 of section 1 of this Act must be distributed for the purpose of

providing payments to eligible school districts that offer alternative education programs to students in grades six through eight, for the biennium beginning July 1, 2011, and ending June 30, 2013. In order to determine the payment per student, the superintendent of public instruction shall multiply the number of full-time equivalent students in grades six through eight who are enrolled during the 2012-13 school year in an average of at least fifteen hours per week of alternative education programming by a weighting factor that may not exceed 0.20."

Page 6, remove lines 24 through 30

Page 7, remove lines 1 through 10

Page 8, after line 8, insert:

"SECTION 16. CONTINGENT APPROPRIATION - SCHOOL DISTRICT DEFERRED MAINTENACE AND PHYSICAL PLANT IMPROVEMENT GRANTS.

1. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $7,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of awarding to eligible school districts deferred maintenance and physical plant improvement grants, in accordance with the provisions of this section, for the biennium beginning July 1, 2011, and ending June 30, 2013.

2. If the office of management and budget determines by April 30, 2012, that the June 30, 2012, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

3. If the general fund balance requirements of subsection 2 are not met and if the office of management and budget determines by April 30, 2013, that the June 30, 2013, ending balance of the state general fund will be more than $30,000,000 in excess of the amount predicted by the office of management and budget at the conclusion of the 2011 legislative session, the superintendent of public instruction shall forward to each eligible school district:

   a. Ten thousand dollars; plus

   b. The school district's pro rata share of the remaining appropriation, calculated by using the latest available average daily membership of each school district.

4. Each school district accepting funds under this section shall apply those funds toward deferred maintenance and physical plant improvements and shall, by June 30, 2014:

a. Submit to the superintendent of public instruction documentation indicating the appropriate expenditure of the funds; or

b. Return the funds to the superintendent of public instruction for deposit in the general fund.

5. For purposes of this section, an "eligible school district" is a school district that:

a. Has a general fund levy equal to at least one hundred fifty mills, before any reduction for property tax allocations under chapter 57-64;

b. Is not precluded from receiving state aid by the provisions of section 15.1-27-35.3; and

c. Provides an equal monetary match for any amount received under this section."

Page 9, after line 28, insert:

"**SECTION 19. TRANSFER - NATIONAL BOARD CERTIFICATION FUND - GENERAL FUND.** The office of management and budget shall transfer any balance remaining in the national board certification fund at the end of the 2011-13 biennium to the general fund. For purposes of this section, "at the end of the 2011-13 biennium" means after cancellation of unexpended appropriations under section 54-44.1-11."

Page 10, after line 4, insert:

"**SECTION 21. REPEAL.** Section 15.1-13-33 of the North Dakota Century Code is repealed."

Page 10, line 5, replace "15" with "17"

Page 10, line 5, replace "16" with "18"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
State Library			
Total all funds	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	0	2,134,610
General fund	$5,263,975	$0	$5,263,975
School for the Deaf			
Total all funds	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	0	2,088,007
General fund	$6,718,772	$0	$6,718,772
Vision Services - School			

for the Blind			
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
Bill total			
Total all funds	$1,715,693,858	($249,500)	$1,715,444,358
Less estimated income	797,566,131	485,000	798,051,131
General fund	$918,127,727	($734,500)	$917,393,227

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$14,409,300		$14,409,300
Operating expenses	29,651,187	100,000	29,751,187
Grants - State school aid	919,459,478		919,459,478
Grants - Special education contracts	16,000,000		16,000,000
Grants - Transportation	48,500,000		48,500,000
Grants - Other education	302,730,482	233,500	302,963,982
Grants - Mill levy reduction	341,790,000		341,790,000
ATCS review panel	300,000	(300,000)	
Education jobs fund	21,517,716		21,517,716
Transportation efficiency	30,000		30,000
National board certification	185,000		185,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663
Less estimated income	792,508,423	485,000	792,993,423
General fund	$902,064,740	($451,500)	$901,613,240
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Increases Funding for Grants[1]	Changes Funding Source for Mainframe Rewrite Project[2]	Changes Funding Source for National Board Certification[3]	Increases Funding for Administering Summative Assessments[4]	Removes Funding for Alternative Teacher Compensation System Review[5]	Removes Funding for Principal Mentoring Grants[6]
Salaries and wages						
Operating expenses				100,000		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other education	235,000					(461,500)
Grants - Mill levy reduction						
ATCS review panel					(300,000)	
Education jobs fund						
Transportation efficiency						
National board certification						
Total all funds	$235,000	$0	$0	$100,000	($300,000)	($461,500)
Less estimated income	0	200,000	185,000	100,000	0	0
General fund	$235,000	($200,000)	($185,000)	$0	($300,000)	($461,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Alternative Education Program Grants[7]	Total Senate Changes
Salaries and wages		
Operating expenses		100,000
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	460,000	233,500
Grants - Mill levy reduction		
ATCS review panel		(300,000)
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	$460,000	$33,500
Less estimated income	0	485,000
General fund	$460,000	($451,500)
FTE	0.00	0.00

[1] Funding for general fund grants is increased as follows:

	Increase	Total provided
Rural art outreach project	$20,000	$380,000
Red River writing project	5,000	75,000
North Dakota young entrepreneur education program	10,000	120,000
Adult education grants	200,000	2,050,000
Total	$235,000	$2,625,000

[2] The source of **one-time funding** for an Education Standards and Practices Board approval and accreditation mainframe rewrite is changed to provide funding from the national board certification fund rather than the general fund.

[3] The source of funds for the national board certification program is changed to provide funding from the national board certification fund rather than the general fund.

[4] Additional funding from the national board certification fund is provided for the cost of administering the ACT and WorkKeys assessments, including the writing test, to all 11th grade students to provide a total of $778,400, of which $678,400 is from the general fund.

[5] Funding for the Alternative Teacher Compensation System Review Panel and contracted program adviser is removed.

[6] Funding for principal mentoring grants is removed.

[7] Funding is added for payments to eligible school districts that offer alternative education programs to students in grades six through eight.

Sections are added relating to:

- Providing that any funds remaining in the national board certification fund at the end of the

2011-13 biennium be transferred to the general fund. This provision is estimated to result in additional 2011-13 general fund revenues of $15,000.

- Regional education association grants.
- Alternative education programs.
- Providing a contingent appropriation for deferred maintenance.
- A repeal of the national board certification fund.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$3,815,825		$3,815,825
Operating expenses	751,506		751,506
Capital assets	48,000	17,000	65,000
Contingency	300,000	(300,000)	
Total all funds	$4,915,331	($283,000)	$4,632,331
Less estimated income	835,091	0	835,091
General fund	$4,080,240	($283,000)	$3,797,240
FTE	29.50	0.00	29.50

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Removes Contingent One-Time Funding[1]	Adds One-Time Funding to Purchase a Tractor[2]	Total Senate Changes
Salaries and wages			
Operating expenses			
Capital assets		17,000	17,000
Contingency	(300,000)		(300,000)
Total all funds	($300,000)	$17,000	($283,000)
Less estimated income	0	0	0
General fund	($300,000)	$17,000	($283,000)
FTE	0.00	0.00	0.00

[1] Contingent one-time funding for salary and operating expenses ($150,000) and remodeling and improvement costs ($150,000) necessary to accommodate a new tenant in the school building is removed.

[2] One-time funding is added to purchase a tractor.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

"Grants - Other grants	245,203,721	55,460,261	300,663,982"

Page 2, replace line 11 with:

"Total all funds	$1,468,777,356	$223,529,307	$1,692,306,663"

Page 2, replace line 13 with:

"Total general fund	$1,108,179,590	($208,866,350)	$899,313,240"

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($207,308,155)	$915,093,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$226,070,022	$1,713,144,358"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	(2,300,000)	300,663,982
Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

"Grants - Other grants	245,203,721	55,460,261	300,663,982"

Page 2, replace line 11 with:

"Total all funds	$1,468,777,356	$223,529,307	$1,692,306,663"

Page 2, replace line 13 with:

"Total general fund	$1,108,179,590	($208,866,350)	$899,313,240"

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($207,308,155)	$915,093,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$226,070,022	$1,713,144,358"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	(2,300,000)	300,663,982
Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

"Grants - Other grants	245,203,721	55,460,261	300,663,982"

Page 2, replace line 11 with:

"Total all funds	$1,468,777,356	$223,529,307	$1,692,306,663"

Page 2, replace line 13 with:

"Total general fund	$1,108,179,590	($208,866,350)	$899,313,240"

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($207,308,155)	$915,093,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$226,070,022	$1,713,144,358"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	(2,300,000)	300,663,982
Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

"Grants - Other grants	245,203,721	55,460,261	300,663,982"

Page 2, replace line 11 with:

"Total all funds	$1,468,777,356	$223,529,307	$1,692,306,663"

Page 2, replace line 13 with:

"Total general fund	$1,108,179,590	($208,866,350)	$899,313,240"

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($207,308,155)	$915,093,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$226,070,022	$1,713,144,358"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	(2,300,000)	300,663,982
Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

"Grants - Other grants	245,203,721	55,460,261	300,663,982"

Page 2, replace line 11 with:

"Total all funds	$1,468,777,356	$223,529,307	$1,692,306,663"

Page 2, replace line 13 with:

"Total general fund	$1,108,179,590	($208,866,350)	$899,313,240"

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($207,308,155)	$915,093,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$226,070,022	$1,713,144,358"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
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Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

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Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
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Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

11.8163.02003
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Skarphol
April 6, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 2, replace line 6 with:

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Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
State Library				
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585
Less estimated income	2,134,610	2,134,610	0	2,134,610
General fund	$5,263,975	$5,263,975	$0	$5,263,975
School for the Deaf				
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779
Less estimated income	2,088,007	2,088,007	0	2,088,007
General fund	$6,718,772	$6,718,772	$0	$6,718,772
Vision Services - School for the Blind				
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331
Less estimated income	835,091	835,091	0	835,091
General fund	$4,080,240	$3,797,240	$0	$3,797,240
Bill total				
Total all funds	$1,715,693,858	$1,715,444,358	($2,300,000)	$1,713,144,358
Less estimated income	797,566,131	798,051,131	0	798,051,131
General fund	$918,127,727	$917,393,227	($2,300,000)	$915,093,227

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Executive Budget	Senate Version	House Changes	House Version
Salaries and wages	$14,409,300	$14,409,300		$14,409,300
Operating expenses	29,651,187	29,751,187		29,751,187
Grants - State school aid	919,459,478	919,459,478		919,459,478
Grants - Special education contracts	16,000,000	16,000,000		16,000,000
Grants - Transportation	48,500,000	48,500,000		48,500,000
Grants - Other education	302,730,482	302,963,982	(2,300,000)	300,663,982
Grants - Mill levy reduction	341,790,000	341,790,000		341,790,000
ATCS review panel	300,000			
Education jobs fund	21,517,716	21,517,716		21,517,716
Transportation efficiency	30,000	30,000		30,000
National board certification	185,000	185,000		185,000
Total all funds	$1,694,573,163	$1,694,606,663	($2,300,000)	$1,692,306,663
Less estimated income	792,508,423	792,993,423	0	792,993,423
General fund	$902,064,740	$901,613,240	($2,300,000)	$899,313,240
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Removes Funding for Teacher Mentoring Program[1]	Total House Changes
Salaries and wages		
Operating expenses		
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other education	(2,300,000)	(2,300,000)
Grants - Mill levy reduction		
ATCS review panel		
Education jobs fund		
Transportation efficiency		
National board certification		
Total all funds	($2,300,000)	($2,300,000)
Less estimated income	0	0
General fund	($2,300,000)	($2,300,000)
FTE	0.00	0.00

[1] Funding included in the executive recommendation and approved by the Senate for the teacher mentoring program is removed.

Prepared by the North Dakota Legislative Council staff

April 2011

COMPARISON OF SENATE BILL NO. 2013 VERSIONS, INCLUDING CHANGES TO SENATE BILL NO. 2150 TO BE CONSIDERED BY THE CONFERENCE COMMITTEE ON SENATE BILL NO. 2013

The following is a summary of funding provided in the executive recommendation and the Senate and House versions of Senate Bill No. 2013 and funding changes to Senate Bill No. 2150 to be considered in Senate Bill No. 2013:

	SB 2013 2011-13 Executive Budget	SB 2013 Senate Amendments	SB 2013 2011-13 Senate Version	SB 2013 House Amendments	SB 2013 2011-13 House Version	SB 2150 Conference Committee Considerations	SB 2150 Conference Committee Version of SB 2013
State school aid[1]	$919,459,478		$919,459,478	($6,700,000)	$912,759,478	$5,700,000	$918,459,478
Other state school aid	85,742,838		85,742,838		85,742,838		85,742,838
Grants - General fund[2]	8,846,500	$48,500[3]	8,895,000	$6,420,411[4]	15,315,411	(5,400,000)	9,915,411
Grants - Other funds	294,068,982	185,000[3]	294,253,982		294,253,982		294,253,982
Agency administration	44,665,365	(200,000)[5]	44,465,365	232,000[6]	44,697,365	(300,000)	44,397,365
Mill levy reduction grants	341,790,000		341,790,000	(341,790,000)	0[7]		0
North Dakota academic and career and technical education scholarships				10,000,000	10,000,000[8]		10,000,000
Total all funds	$1,694,573,163	$33,500	$1,694,606,663	($331,837,589)	$1,362,769,074	$0[9]	$1,362,769,074
Less special funds							
State tuition fund	($101,638,000)		($101,638,000)		($101,638,000)		($101,638,000)
Federal funds	(347,768,814)		(347,768,814)		(347,768,814)		(347,768,814)
Property tax relief sustainability fund	(341,790,000)		(341,790,000)	$341,790,000	0		0
Land and minerals trust fund				(10,000,000)	(10,000,000)		(10,000,000)
Other special funds	(1,311,609)	($485,000)	(1,796,609)		(1,796,609)		(1,796,609)
General fund	$902,064,740	($451,500)	$901,613,240	($47,589)	$901,565,651	$0	$901,565,651

[1]In addition to the funding provided in Senate Bill No. 2013, the executive recommendation amended 2009 Session Laws to provide that the Department of Public Instruction carry over $9 million of the estimated excess funding for state school aid ($8 million from state school aid and $1 million from transportation aid) from the 2009-11 biennium to the 2011-13 biennium for state school aid per student payments. Any additional excess funds remaining at the end of the 2009-11 biennium are to be distributed according to House Bill No. 1400 (2009). The House and the Senate did not change this provision. The House provided that an additional $500,000 of the estimated excess funding for the state school aid be reserved for contingent adult education learning center grants in the 2011-13 biennium.

[2]The conference committee appropriated $625,000 from the general fund to the Department of Public Instruction for support of the "Gearing Up for Kindergarten" program provided through the North Dakota State University Extension Service in Senate Bill No. 2150. This amount is in addition to the grants included in Senate Bill No. 2013.

[3]The Senate made the following changes to other general fund grants:

Increased adult education grants	$200,000
Increased national writing projects	5,000
Increased rural art outreach	20,000
Increased North Dakota young entrepreneur education program	10,000
Removed principal mentoring grants	(461,500)

Added alternative education program grants	460,000
Changed the funding source of national board certification to other funds	(185,000)
Total general fund	$48,500

[4]The House made the following changes to other general fund grants:

Increased adult education grants	$1,060,411
Increased Governor's School	50,000
Increased North Central Council for School Television	40,000
Increased Atlantik-Brucke program	30,000
Removed alternative education program grants	(460,000)
Added teacher-effectiveness compensation plan grants	700,000
Added rapid enrollment grants	5,000,000
Total general fund	$6,420,411

[5]The Senate made the following changes to agency administration:

Increased funding for summative assessments	$100,000
Removed Alternative Teacher Compensation Review Panel	(300,000)
Total	($200,000)

[6]The House made the following changes to agency administration:

Restored funding for the Alternative Teacher Compensation Review Panel	$300,000
Reduced funding for the Professional Development Advisory Committee	(68,000)
Total	$232,000

[7]Funding for mill levy reduction grants of $341,790,000 is appropriated to the Department of Public Instruction in House Bill No. 1047.

[8]A continuing appropriation to the State Board of Higher Education from the lands and minerals trust fund for the North Dakota academic and career and technical education scholarships in Senate Bill No. 2150 was changed by the House to a biennial appropriation in Senate Bill No. 2013.

[9]Funding considerations relating to Senate Bill No. 2150 to be addressed by the conference committee on Senate Bill No. 2013 are:

Increase relating to an increase in the special education factor in the second year of the biennium and increased per student payment rates	$5,700,000
Decrease relating to a change in the funding source of rapid enrollment grants to the oil and gas impact grant fund provided in Senate Bill No. 2150	(5,000,000)
Decreas relating to the removal of teacher-effectiveness compensation plan grants	(700,000)
Decrease relating to the Alternative Teacher Compensation Review Panel	(300,000)
Increase relating to alternative education program grants	300,000
Total	$0

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Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative R. Kelsch
April 25, 2011

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1442-1449 of the Senate Journal and pages 1534-1540 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 3, replace line 22 with:

"Grand total general fund	$1,122,401,382	($204,877,155)	$917,524,227"

Page 3, replace line 24 with:

"Grand total all funds	$1,487,074,336	$228,501,022	$1,715,575,358"

Page 5, after line 3, insert:

"**SECTION 3. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $131,000, or so much of the sum as may be necessary, to the information technology department for the purpose of completing school district connectivity to STAGEnet, for the biennium beginning July 1, 2011, and ending June 30, 2013."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Information Technology Department						
Total all funds	$0	$0	$131,000	$131,000	$0	$131,000
Less estimated income	0	0	0	0	0	0
General fund	$0	$0	$131,000	$131,000	$0	$131,000
Department of Public Instruction						
Total all funds	$1,694,573,163	$1,694,606,663	$0	$1,694,606,663	$1,352,769,074	$341,837,589
Less estimated income	792,508,423	792,993,423	0	792,993,423	451,203,423	341,790,000
General fund	$902,064,740	$901,613,240	$0	$901,613,240	$901,565,651	$47,589
University System Office						
Total all funds	$0	$0	$0	$0	$10,000,000	($10,000,000)
Less estimated income	0	0	0	0	10,000,000	(10,000,000)
General fund	$0	$0	$0	$0	$0	$0
State Library						
Total all funds	$7,398,585	$7,398,585	$0	$7,398,585	$7,398,585	$0
Less estimated income	2,134,610	2,134,610	0	2,134,610	2,134,610	0
General fund	$5,263,975	$5,263,975	$0	$5,263,975	$5,263,975	$0
School for the Deaf						
Total all funds	$8,806,779	$8,806,779	$0	$8,806,779	$8,806,779	$0
Less estimated income	2,088,007	2,088,007	0	2,088,007	2,088,007	0
General fund	$6,718,772	$6,718,772	$0	$6,718,772	$6,718,772	$0
Vision Services - School for the Blind						
Total all funds	$4,915,331	$4,632,331	$0	$4,632,331	$4,632,331	$0
Less estimated income	835,091	835,091	0	835,091	835,091	0

General fund	$4,080,240	$3,797,240	$0	$3,797,240	$3,797,240	$0
Bill total						
Total all funds	$1,715,693,858	$1,715,444,358	$131,000	$1,715,575,358	$1,383,606,769	$331,968,589
Less estimated income	797,566,131	798,051,131	0	798,051,131	466,261,131	331,790,000
General fund	$918,127,727	$917,393,227	$131,000	$917,524,227	$917,345,638	$178,589

Senate Bill No. 2013 - Information Technology Department - Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Complete Connectivity to STAGEnet			$131,000	$131,000		$131,000
						$131,000
Total all funds	$0	$0	$131,000	$131,000	$0	
Less estimated income	0	0	0	0	0	0
						$131,000
General fund	$0	$0	$131,000	$131,000	$0	
						0.00
FTE	0.00	0.00	0.00	0.00	0.00	

Department No. 112 - Information Technology Department - Detail of Conference Committee Changes

	Adds Funding for STAGEnet[1]	Total Conference Committee Changes
Complete Connectivity to STAGEnet	$131,000	$131,000
Total all funds	$131,000	$131,000
Less estimated income	0	0
General fund	$131,000	$131,000
FTE	0.00	0.00

[1] This amendment provides funding to complete school district connectivity to STAGEnet.