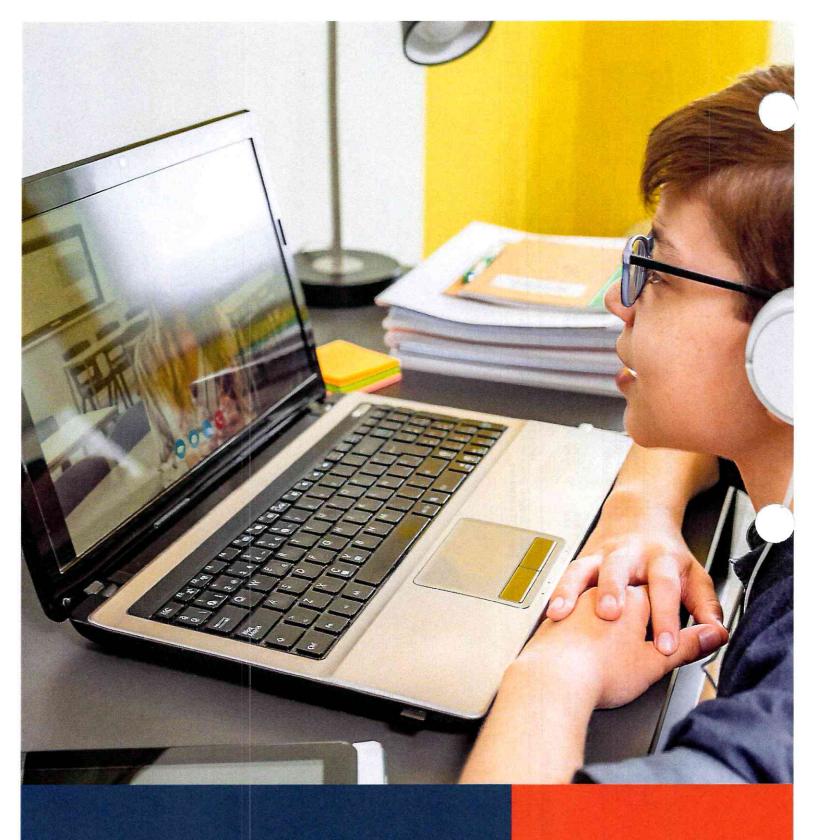
Legislative Council

Center for Distance Education - Budget No. 204 Agency Worksheet - House Bill No. 1013

	Armstrong Executive Budget			House Version				House Compared to Executive Budget					
				Self and James						Increase (Decrease)			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	
2025-27 Biennium Base Level	30.80	\$7,063,483	\$4,550,000	\$11,613,483	30.80	\$7,063,483	\$4,550,000	\$11,613,483	0.00	\$0	\$0	\$0	
2025-27 Ongoing Funding Changes											10		
Base payroll changes				\$0				\$0				\$0	
Salary increase		\$268,445	(\$1)	268,444		\$268,445	(\$1)	268,444			8	0	
Health insurance increase		175,347	3	175,347		175,347		175,347			19	0	
Adds 1 FTE enrollment and office support specialist position	1.00	175,450		175,450	1.00	175,450		175,450				0	
Adds 1 FTE hybrid learning coordinator position				0				0				0	
Adds a .20 FTE IT position to increase a current .80 FTE position to full-time	0.20	50,410		50,410	0.20	50,410		50,410				0	
Adds funding to replace 2023-25 biennium new FTE pool		321,000		321,000		321,000		321,000				0	
Adds funding to replace 2023-25 biennium vacant FTE pool		164,655		164,655		164,655		164,655				0	
Transfers funding for 2025-27 biennium new FTE pool				0		(22,586)		(22,586)		(\$22,586)		(22,586	
Transfers funding for 2025-27 biennium vacant FTE pool				0		(67,623)		(67,623)		(67,623)		(67,623	
Increases funding from special funds derived from tuition for temporary and other salaries to provide more adjunct hours and for hybrid teaching overload			1,622,900	1,622,900			1,622,900	1,622,900				O	
Increases funding from special funds derived from tuition for operating expenses related to fees, travel, IT equipment, and supplies			319,038	319,038			319,038	319,038				C	
Increases funding for IT rate increases		21,190	7,063	28,253		21,190	7,063	28,253				0	
Adds funding for a virtual military pathway program and a homeschool tuition program		280,972		280,972		192,000		192,000		(88,972)		(88,972	
Total ongoing funding changes	1.20	\$1,457,469	\$1,949,000	\$3,406,469	1.20	\$1,278,288	\$1,949,000	\$3,227,288	0.00	(\$179,181)	\$0	(\$179,181	
One-Time Funding Items		1	2										
Adds one-time funding from special funds derived from tuition for IT equipment			\$25,000	\$25,000			\$25,000	\$25,000				\$0	

Adds one-time funding for professional fees related to a student information system upgrade			75,250	75,250		\$75,250		75,250		\$75,250	(\$75,250)	0
Total one-time funding changes	0.00	\$0	\$100,250	\$100,250	0.00	\$75,250	\$25,000	\$100,250	0.00	\$75,250	(\$75,250)	\$0
Total Changes to Base Level Funding	1.20	\$1,457,469	\$2,049,250	\$3,506,719	1.20	\$1,353,538	\$1,974,000	\$3,327,538	0.00	(\$103,931)	(\$75,250)	(\$179,181)
2025-27 Total Funding	32.00	\$8,520,952	\$6,599,250	\$15,120,202	32.00	\$8,417,021	\$6,524,000	\$14,941,021	0.00	(\$103,931)	(\$75,250)	(\$179,181)
Federal funds included in other funds			\$0	7			\$0			(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	\$0	(*)
Total ongoing changes - Percentage of base level	3.9%	20.6%	42.8%	29.3%	3.9%	18.1%	42.8%	27.8%	N/A	N/A	N/A	N/A
Total changes - Percentage of base level	3.9%	20.6%	45.0%	30.2%	3.9%	19.2%	43.4%	28.7%	N/A	N/A	N/A	N/A
Other Sections in Center for Distance Education - Bud	get No. 204											
Section Description		Armstrong Ex	ecutive Budget			House	Version					
New and vacant FTE pool line item					Adds a section vacant FTE por	to provide for the	e use of funding	in the new and				



Major Acommplishments

FY2023-2024



OVERVIEW OF MAJOR ACCOMPLISHMENTS

1

Competency-Based Education 2

Record Enrollments

<u>& Stakeholder</u>

<u>Satisfaction</u>

3

4

Organizational Restructuring

Enhanced Oversight

5

Cybersecurity & Computer Science Education



Center for Distance Education

NOTE: All attachments referred to in this document are in uploaded in the OMB Budget System under the Agency Narrative (2900) section.

MA-1: Competency-Based Education

Competency-Based Education (CBE) is an educational approach that focuses on students' mastery of specific skills and knowledge, known as competencies, rather than time spent in class. Students progress through their coursework at their own pace, advancing only when they have demonstrated proficiency in the required competencies, allowing for a more personalized learning experience where students can focus on areas where they need improvement while advancing quickly through material they already understand. Because NDCDE serves as a supplementary educational provider to North Dakota students, it educates most students in only one or two courses. As a result, students do not take standardized tests through NDCDE. For accountability and assessment purposes, NDCDE consequently needed to measure student learning at the course level, identifying CBE as the best data collection method.

During the 2023-24 school year, NDCDE made remarkable progress in transitioning to a competency-based education (CBE) framework. Key accomplishments include:

- Teacher Training and Curriculum Alignment: Under the direction of a new professional
 development coordinator, NDCDE delivered extensive training focused on aligning course content
 with state priority standards. This effort has resulted in 25% of NDCDE courses now being aligned
 with these standards, with a goal of achieving 70% alignment by June 2025. Additionally, NDCDE
 provided 12 micro-courses and webinars to help teachers customize curriculum and authentically
 measure student learning, leading to updates in 98 courses.
- Enhanced Student Outcomes Measurement: NDCDE conducted a comprehensive inventory of
 current measures of student success, identifying gaps and setting goals for enhancing the student
 information system (SIS). The aim is to report on student proficiency at the standards level, ensuring
 more personalized and effective education.
- Vision and Strategic Planning: NDCDE updated its vision statement to emphasize a standardsaligned curriculum and personalized learning. The organization now has a clear vision for CBE, focusing on personalized, self-paced learning that allows students to progress based on proficiency.
- Infrastructure and Resource Planning: The review and development of necessary technology infrastructure to support CBE functionalities are underway. This includes integrating state priority standards into the learning management system (LMS) and enhancing the student information system (SIS) to track and report student outcomes by standard.

NDCDE is committed to fully operating under a CBE framework by Fall 2026, ensuring that students receive personalized, proficiency-based instruction. The ongoing dedication to professional development, policy updates, and strategic resource allocation will support this transition, maintaining high standards of education delivery and positioning NDCDE as a leader in virtual education. A full report outlining our CBE-related accomplishments is included in the attachments, labeled NDCDE 2023-24 Innovation Waiver.

MA-2: Record Enrollments & Stakeholder Satisfaction

In response to House Bill 1376 (2023), which empowers parents and students to enroll in virtual courses at their discretion, with local districts covering the costs, NDCDE has experienced significant enrollment growth. There has been nearly a 49% increase from the last fiscal year and over an 11% increase from the height of the pandemic, marking a notable surge in demand for our virtual education offerings.

To accommodate this increased demand, NDCDE has proactively expanded its teaching staff, adding 14 new full and part-time temporary teachers during the 2023-24 fiscal year and lizing hiring 3 additional teachers and 4 staff tions for the upcoming school year. Enrollment increases have been broad-based, spanning all NDCDE courses except for middle school electives, with growth rates ranging from 15% to 405%. Core high school courses have attracted the most students. This expansion underscores the budget implications detailed further under our critical issues section and will likely result in the need for NDCDE to seek Emergency Commission approval to spend more of the revenue it

With this growth, NDCDE has been conscious of the potential impact on our educational quality and sent out stakeholder surveys this spring to help assess it. These surveys helped strengthen our understanding of which students are taking classes through NDCDE and helped us understand what factors contributed to their satisfaction with them. Results from these surveys ncluded as an attachment labeled Virtual

Sol Choice Report.

has raised this year to cover these additional staff.

To summarize a few key metrics, of the three stakeholder groups surveyed (n=351), an average of 87% were satisfied to highly satisfied with their overall experience at NDCDE, and 81.5% rated the quality of instruction as excellent to good. Several parents chose to share their students' stories when completing the surveys, and a few of these are highlighted on page three of the Virtual School Choice Report, showing the substantial impact that NDCDE has on the lives and educational pursuits of K-12 students.

NDCDE is committed to using stakeholder feedback to continuously improve our courses and address unmet educational needs across the state. By leveraging this data, we aim to enhance our offerings and ensure that every student in North Dakota has access to high-quality, flexible virtual education that supports their academic and personal growth.

Enrollment growth rates in NDCDE courses ranged from 15% to 405% in 23-24.

MA-3: Enhanced Financial Oversight and Strategic Budget Management

37%

Increase in NDCDE
Baseline Course Prices

Emergency Commission:

Despite a 49% enrollment growth from the previous year, NDCDE is spending at the amount anticipated for the 2023-24 fiscal year, but in Fall 2024, NDCDE will likely seek Emergency Commission approval to spend more of the tuition revenue it raised.

27000

Projected Enrollments for 25-27

Equity Increases:

The generous equity package and merit increases appropriated by the legislature have enabled us to offer competitive salaries to our teachers, enhancing our ability to attract and retain top talent. An infographic highlighting our salary benchmarking efforts is included in the attachments, labeled 2024-25 Merit Increase Infographic.

With the transition of NDCDE under the North Dakota Department of Public Instruction (ND DPI) following HB 1156 (2023), we have embraced enhanced financial oversight responsibilities. This shift has empowered NDCDE to better align its resources with organizational needs and respond effectively to stakeholder demands in both revenue generation and expenditure management.

Revenue: Nearly 40% of NDCDE's budget is derived from tuition revenue, amounting to over S4.5 million for the 2023-25 biennium. To ensure this revenue aligns with our projected expenditures, NDCDE undertook a comprehensive review of its tuition rates at the request of lawmakers and state-level stakeholders. Utilizing national benchmarking data from the Virtual Learning Leadership Alliance (VLLA), we adjusted our tuition rates, resulting in a 37% increase in our baseline course price. Our tuition schedule is included as an attachment.

Proactive engagement with stakeholder groups ensured smooth communication of these changes before implementation. This strategic adjustment, coupled with record enrollments, generated nearly \$3.18 million in revenue in the first half of the 2023-25 biennium alone. Based on enrollment projections, we anticipate earning approximately \$6.4 million in tuition over the entire biennium. For the upcoming 2025-27 biennium, we project 27,000 enrollments, equating to about 5% of North Dakota students participating in our programs on a supplementary basis and revenue projections of nearly \$6.6m.

Expenditures: Salaries represent the largest expenditure for NDCDE, with nearly 80 full- and part-time instructional staff members. To optimize instructional workload management, the administrative team has implemented new policies and procedures for monitoring enrollments, consolidating course sections, and assigning workloads.

These measures include:

- Weekly enrollment monitoring
- Establishing thresholds for enrollments and teacher preps
- · Streamlining course section assignments and enrollment capping
- Tracking adjunct hours to comply with Affordable Care Act and TFFR retiree thresholds

These initiatives have led to a more manageable workload for our teachers and a strategic shift towards hiring full-time temporary (FTT) teachers over adjuncts for better planning and stability. Consequently, we have hired 8 FTT teachers for the next fiscal year, significantly reducing our reliance on adjuncts and helping control costs.

MA-4: Organizational Restructuring and Visioning

In the past year, NDCDE has undertaken significant organizational restructuring and strategic visioning to enhance its operational efficiency, increase employee engagement, and successfully transition under the North Dakota Department of Public Instruction (ND DPI). Key initiatives include the development of the CDE Playbook and strategic plan (Cognia Strategy Map), restructuring roles and decision-making processes, fostering a data-informed culture, phasing out unsustainable programs, and improving organizational communication to increase clarity of expectations and transparency. These measures have positioned NDCDE as a forward-thinking virtual education leader committed to continuous improvement and responsiveness to legislative changes and stakeholder expectations.

Playbook and Strategic Plan: To ensure a unified understanding of CDE's mission, values, and goals, the leadership team developed the CDE Playbook, a living document inspired by Patrick Lencioni's "The Advantage" that is reviewed and updated regularly. Embedded throughout our organization, it is referenced in planning documents, policies, job descriptions, and employee evaluations, fostering a cohesive approach to our objectives.

To prepare for our upcoming accreditation review through Cognia, the leadership team has also developed and met the goals outlined in our strategic plan, the Cognia Strategy Map. Key complishments under last year's plan include:

Revising all employee job descriptions and creating a new performance evaluation process.

- Establishing strategic partnerships with the ND State Library, EduTech, Home on the Range, and Bismarck State College.
- · Progressing significantly in our transition to competency-based education (CBE).
- Implementing ongoing professional development for teachers.
- Developing an employee engagement plan based on state-conducted Gallup surveys.

Our 2024-25 Cognia Strategy Map, the outcome of an all-staff planning retreat, is included as an attachment. Efforts are well underway to meet this year's goals.

Role and Decision-Making Restructuring: Upon assuming leadership, the current NDCDE director recognized the need for a more integrated and cooperative work environment. The director restructured departments and decision-making processes to foster collaboration and end role confusion. Key changes include:

- Creating the Teaching and Learning Division, comprising three departments: Curriculum and LMS, Teaching and Learning, and Student Support.
- Merging Operations and Office Departments into the Operations Support Services Department.
- Adding new roles to the IT Department to ensure fair workload allocation and create internal mobility opportunities.

restructuring has resulted in a unified culture with an administrative team committed to meeting janizational goals and providing North Dakota students with the best online learning experience possible. 2022 and 2024 organization charts are included for comparison purposes.

MA-4: Organizational Restructuring and Visioning, cont.

DATA-INFORMED CULTURE

NDCDE is becoming a data-driven organization by leveraging existing data, building new data collection mechanisms, and identifying key performance indicators (KPIs). Our data-informed initiatives include:

 Using student performance data for teacher evaluations and goal-setting.

 Conducting a year-end staff retreat where student performance and other organizational efficiency data are analyzed for purposes of strategic planning

 Adjusting our teacher hiring process based on workload analysis and curricular needs.

 Refining end-of-course student surveys for reliability and validity.

 Developing new end-of-course surveys for elementary students.

 Informing major technology decisions, such as phasing out cell phones for adjuncts.

DATA-INFORMED CULTURE, cont.

 Reviewing our CTE courses and receiving stakeholder feedback to ensure they are of high quality: This work was done partly in response to a K-12 Coordination Council report on these NDCDE CTE courses. NDCDE concluded that its CTE courses met or exceeded quality standards and are needed by students who are otherwise unable to participate in CTE courses due to scheduling, their rural location, or unique personal circumstances. It prepared a report on these findings, which is available upon request.

As we look to the future of becoming a datainformed culture, student proficiency data will drive our instructional and curricular goals, and will will strive visualize these data and make them available to administrators and teachers on demand.

IMPROVING COMMUNICATION

Based on staff feedback, the leadership team has improved communication mechanisms to enhance understanding organizational expectations and initiatives. Efforts include better leveraging Microsoft Teams and SharePoint, developing a new policy manual, and hiring a dean of students to serve as a conduit to North Dakota schools. These actions have led to a stronger sense of community, buy-in, and compliance among staff. NDCDE will continue refining communication strategies in the upcoming biennium to ensure adequate information dissemination to students and external stakeholders.

PHASING OUT UNSUSTAINABLE PROGRAMMING

NDCDE has identified and eliminated organizational inefficiencies to save staff time and financial resources. For example, we phased out the SmartLab program in 2023 due to its heavy staff travel demands, an unresponsive vendor, and the challenges participating school districts faced in keeping labs current with evolving technology. We provided schools with alternative vendor and SmartLab curricular options to support their labs independently. With this same focus on organizational efficiency, we closely evaluate course enrollments, phasing out those with sustained low interest to allow capacity for high-demand and emerging content areas.

MA-5: Serving as a Statewide Leader In Computer Science and Cybersecurity Education

In 2023, the North Dakota legislature enacted HB 1398, mandating cybersecurity and computer science education for all students. Recognizing that many school districts needed time to find appropriate curricula and train teachers, NDCDE was entrusted to lead the implementation of this important initiative.

In response, NDCDE added nine new courses (see attached Technology Courses) and hired a full-time temporary teacher to handle middle and high school classes. We proactively communicated with North Dakota schools about these new offerings and, thanks to a grant from DPI, offered them at a discounted rate. Additionally, we developed an integration plan (attached) to demonstrate how the bersecurity and computer science standards are incorporated oss our curriculum, providing a valuable resource and integration option for school districts as they identify how to cover the new standards.

These efforts have yielded impressive results. Enrollments in high school computer courses have surged by 343%, with 126 students enrolled this year. While demand at the elementary and middle school levels has been lower, with 10 elementary and 19 middle school students participating, we anticipate growth as awareness and interest increase.

NDCDE's proactive and comprehensive approach to implementing HB 1398 underscores our commitment to equipping North Dakota students with essential skills in computer science and cybersecurity, positioning them for success in a digital world.







Center for Distance Education

DISTRICT SPENDING AT NDCDE: JULY 2023 TO FEBRUARY 2025

	Amount Spent at CDE	% of Approx Budget Revenue			
District	7/23 to 2/25	Spent at CDE	District Size	Size Group	
pple Creek Public Schools	\$0	0.00%	EL LIBERTO COMPANION	<200	
namoose Public Schools	\$0		The second secon	Harley Parket	
akker Public Schools	\$0	0.00%		<200	
elcourt Public Schools	\$0	0.00%	1462	501-2000	
eulah Public Schools	\$0	0.00%	738	501-2000	
illings Co Public Schools	\$0	0.00%	89	<200	
owman Co Public Schools	\$0	0.00%	474	200-500	
arrington Public Schools	\$0	0.00%	561	501-2000	
ickinson Public Schools	\$0	0.00%	4087	2001-7500	
lgin-New Leipzig Public Schools	\$0	0.00%	159	<200	
merado Public Schools	\$0	0.00%	86	<200	
inley-Sharon Public Schools	\$0	0.00%	88	<200	
ort Ransom Public Schools	\$0	0.00%	11	<200	
ort Totten Public Schools	\$0	0.00%	159	<200	
ort Yates Public Schools	\$0	0.00%	46	<200	
alliday Public Schools	\$0	0.00%	0	<200	
ensal Public Schools	\$0	0.00%	26	<200	
ittle Heart Public Schools	\$0	0.00%	25	<200	
one Tree Public Schools	\$0	0.00%	30	<200	
landaree Public Schools	\$0	0.00%	203	200-500	
Ianvel Public Schools	\$0	0.00%	175	<200	
Iaple Valley Public Schools	\$0	0.00%	229	200-500	
Iapleton Public Schools	\$0		217	200-500	
Iarmath Public Schools	\$0		3	<200	
IcClusky Public Schools	\$0		106	<200	
lenoken Public Schools	\$0		50	<200	
Iinnewaukan Public Schools	\$0		247	200-500	
aughton Public Schools	\$0		16	<200	
ew Town Public Schools	\$0		923	501-2000	
beron Public Schools	\$0			<200	
arshall Public Schools	\$0			200-500	
oosevelt Public Schools	\$0			<200	
outh Prairie Public Schools	\$0			501-2000	
t. John Public Schools	\$0			200-500	
terling Public Schools	\$0			<200	
win Butts	\$0		DESCRIPTION OF THE OWNER, THE OWN	<200	
White Shield Public Schools	\$0		THE PERSON NAMED IN THE PERSON	<200	
ellowstone Public Schools	\$0		A STATE OF THE PARTY OF THE PAR	<200	
ankinson Public School	\$229			200-500	
eeland Public Schools	\$229			<200	
ottineau Public School	\$687			501-2000	
Jorth Star Public School	\$747		Section 1997	200-500	
	\$747			200-500	
owers Lake Public Schools	\$916	A RECORD SHOW THE PROPERTY OF THE PERSON OF		200-500	
Central Valley Public School	\$916	A STATE OF THE PARTY OF THE PAR		<200	
Horse Creek School District Napoleon Public School 2	\$916			200-500	

Sweet Briar School	\$916	0.11%	28 <200
Public School District	\$916	0.01%	435 200-500
ed School District	\$1,036	0.01%	678 501-2000
Manning School District 45	\$1,165	0.18%	12 <200
Munich Public School	\$1,175	0.03%	93 <200
Ashley Public School	\$1,991	0.05%	112 <200
Kindred High School	\$2,061	0.01%	860 501-2000
Fordville-Lankin Public School	\$2,192	0.10%	50 <200
Grenora Public School	\$2,192	0.03%	159 <200
Solen Public School District	\$2,290	0.02%	202 200-500
Selfridge Public School	\$2,320	0.04%	73 <200
Ray Public School (Nesson)	\$2,630	0.02%	436 200-500
Killdeer Public School	\$2,868	0.02%	564 501-2000
Dunseith Public School	\$3,297	0.01%	491 200-500
Hazen School District	\$3,395	0.03%	579 501-2000
Wilton Public School	\$3,803	0.05%	262 200-500
May-Port CG School District	\$3,963	0.04%	513 501-2000
Bowbells Public School	\$3,979	0.10%	89 <200
Sawyer High School	\$3,987	0.09%	85 <200
Washburn Public School	\$4,033	0.05%	348 200-500
Scranton Public School	\$4,144	0.09%	135 <200
Gackle-Streeter Public School	\$4,170	0.11%	91 <200
Mott-Regent Public School	\$4,263	0.06%	225 200-500
County School District	\$4,884	0.04%	378 200-500
urg High School	\$4,996	0.12%	104 <200
Alexander Public School	\$5,110	0.05%	297 200-500
Glenburn Public School	\$5,437	0.07%	238 200-500
Mohall Lansford Sherwood High School	\$5,438	0.06%	291 200-500
Edgeley High School	\$5,586	0.09%	235 200-500
Hebron Public School	\$5,696	0.12%	151 <200
Warwick Public School	\$5,727	0.04%	177 <200
Valley-Edinburg High School	\$5,975	0.09%	205 200-500
Dakota Prairie Public School District	\$6,104	0.06%	268 200-500
Hatton Eielson Public School	\$6,354	0.12%	156 <200
Starkweather Public School	\$6,495	0.29%	54 <200
Hettinger Public School	\$6,537	0.08%	285 200-500
Turtle Lake Mercer School District	\$6,817	0.13%	177 <200
Tioga High School	\$6,843	0.04%	534 501-2000
Leeds Public School	\$6,848	0.17%	119 <200
Lakota High School	\$6,946	0.13%	189 <200
Litchville-Marion School District	\$7,169	0.13%	141 <200
Sargent Central Public School	\$7,200	0.10%	173 <200
Fairmount Public School	\$7,222	0.18%	97 <200
Mount Pleasant (Rolla) High School	\$7,478	0.09%	240 200-500
Minto Public School	\$7,687	0.08%	279 200-500
N vood Public School	\$7,997	0.10%	337 200-500
vood Public School	\$8,387	0.13%	179 <200
Eight Mile Public School	\$8,427	0.09%	318 200-500
Maddock Public School	\$8,533	0.17%	121 <200
			121 \200

Flasher Public School	\$8,652	0.12%	266 200-500
Surrey Public School	\$8,792	0.09%	415 200-500
Burke Central Public School	\$8,826	0.22%	95 <200
Lisbon Public School District	\$8,888	0.06%	599 501-2000
Newburg United Public School	\$8,993	0.21%	76 <200
Minot AFB	\$0	0.00%	200-500
Montpelier Public School	\$9,281	0.27%	93 <200
Max Public School	\$10,763	0.20%	126 < 200
Center-Stanton Public School	\$12,022	0.17%	251 200-500
Drake Anamoose High School	\$12,038	0.39%	148 <200
North Border 100 School District	\$12,580	0.12%	305 200-500
Hope-Page School District	\$12,736	0.20%	149 <200
Midway Public School 128	\$13,074	0.19%	181 <200
Harvey Public School	\$13,178	0.13%	380 200-500
Wahpeton Public School District	\$13,421	0.04%	1199 501-2000
Fessenden-Bowdon Public School	\$13,423	0.24%	178 <200
Westhope Public School	\$13,530	0.25%	151 <200
Hazelton-Moffit-Braddock Public Schoo	\$14,461	0.33%	134 <200
Park River Area High School	\$14,845	0.14%	438 200-500
Mandan Public Schools	\$14,852	0.02%	4395 2001-7500
Thompson Public School	\$15,129	0.12%	679 501-2000
Edmore High School	\$16,860	0.63%	0 <200
Barnes County North District	\$18,143	0.21%	219 200-500
Nedrose High School	\$18,190	0.13%	534 501-2000
Wing Public School	\$18,689	0.63%	59 <200
Devils Lake Public Schools	\$18,710	0.04%	1767 501-2000
Kulm Public High School	\$19,007	0.41%	114 <200
Wyndmere Public School	\$19,515	0.27%	245 200-500
Richardton-Taylor High School	\$19,682	0.21%	320 200-500
Linton Public Schools	\$19,734	0.27%	223 200-500
Beach Public School	\$20,512	0.20%	249 200-500
Oakes Public School	\$20,549	0.18%	462 200-500
LaMoure School District	\$20,862	0.28%	283 200-500
Rolette Public School District	\$21,386	0.36%	125 <200
Lidgerwood Public School	\$23,736	0.46%	173 <200
Kenmare Public School	\$25,546	0.30%	267 200-500
Stanley Public Schools	\$26,745	0.14%	776 501-2000
Enderlin Public School	\$28,264	0.36%	298 200-500
Langdon Area School District	\$28,884	0.25%	428 200-500
Midkota School District	\$28,947	0.36%	169 <200
TGU School District	\$29,246	0.23%	349 200-500
Drayton Public School	\$30,046	0.44%	172 <200
Pingree-Buchanan School District	\$30,748	0.65%	147 <200
North Sargent Public School	\$31,095	0.50%	183 <200
Kidder County School District	\$31,925	0.33%	356 200-500
Wishek Public School	\$33,686	0.47%	229 200-500
Lewis and Clark	\$34,089	0.26%	381 200-500
Grafton High School	\$34,202	0.14%	880 501-2000
Garrison Public School District	\$34,757	0.36%	366 200-500

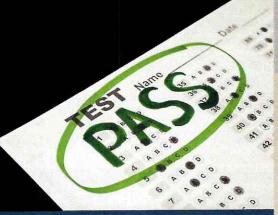
Central Cass Public School	\$35,142	0.15%	998 501-2000
Salem-Almont High School	\$35,950	0.38%	372 200-500
oro High School	\$36,015	0.33%	485 200-500
South Heart Public School	\$36,397	0.41%	422 200-500
Richland Public School District	\$38,441	0.55%	285 200-500
Ellendale Public School	\$40,679	0.49%	296 200-500
Belfield Public School	\$40,918	0.64%	236 200-500
Glen Ullin Public School	\$41,375	0.75%	123 <200
Medina Public School	\$42,005	0.69%	199 <200
Larimore High School	\$43,315	0.43%	398 200-500
Griggs County School	\$43,406	0.61%	261 200-500
Northern Cass Public School	\$44,702	0.29%	692 501-2000
Rugby School District	\$47,497	0.31%	561 501-2000
Cavalier Public School	\$54,678	0.56%	358 200-500
Milnor Public School	\$61,658	1.00%	214 200-500
New Rockford-Sheyenne Public School	\$62,206	0.76%	327 200-500
New England Public School	\$99,793	1.26%	258 200-500
Valley City Public Schools	\$129,956	0.49%	940 501-2000
Williston Public Schools	\$152,470	0.12%	5339 2001-7500
Grand Forks Public Schools	\$243,204	0.12%	7679 7501+
Jamestown Public Schools	\$245,453	0.46%	2019 2001-7500
Fargo Public Schools	\$266,752	0.08%	11281 7501+
McKenzie County School District	\$288,662	0.54%	2350 2001-7500
Public School District	\$291,671	0.13%	7519 7501+
.rck Public Schools	\$496,587	0.15%	13749 7501+
West Fargo School District	\$1,153,806	0.38%	12995 7501+



PARENT TESTIMONIALS

44

My son's scores fell on NDA+, so we enrolled him in Math and English. His scores immediately rose. -Kerry Azure





I have two children: one struggled in high school and took NDCDE classes to avoid the distractions in in-person classes; the other child is advanced and wanted to accelerate her learning. In both cases, my children were able to succeed in the classes at NDCDE in ways that were not possible at their local high school. I'm a former online college instructor, and distance education director for the NDUS. I can confidently say-from both a personal and professional standpoint-that the North Dakota is lucky to have the NDCDE, and I implore you to continue funding this opportunity for our children.

-Dr. Tonya Spilovoy



During a time of struggling with attending a physical school, NDCDE was an option for online education that changed the trajectory of my son's life. We went from thinking he would drop out of school to being able to graduate a year early. Changed our lives in the best way possible.

-Mary Mauch





PARENT TESTIMONIALS

46

My son was bullied starting his 9thgrade year at a public school. His grades declined to a failing student. I couldn't stand by. Thanks to a coworker, I was referred to NDCDE. My son was a B honor roll student after 1st year of enrolling. Thank you for this option NDCDE.





I have recommended NDCDE to everyone that will listen. My daughter was bullied at school and needed to learn in a different space. This is her first semester, but she's starting to excel again in academics. Her teachers are amazing. They support her and me and will do anything, any time to help. The curriculum is challenging but fun. I'm so thankful to have this option for her.

-Dr. Heather Kuilvang, Valley State University, School of Education



My experience with NDCDE has been absolutely wonderful!

Everyone along the way has been very accommodating about learning how to use the online system from enrolling and purchasing classes to monitoring students. Administration has been amazing about communicating with us when we needed information and had questions. Teachers are very great at communicating with students! Monitoring students is very easy to do as an E-mentor. Just an overall great option for students!

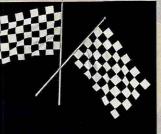
-Heather Botha



STUDENT TESTIMONIALS

46

I race sprint cars and late models. I have been racing for I2 years. I raced 9 years in a go karts starting when I was 5 years old, and this will be my 3rd year racing sprint cars. I am a third-generation driver, and I currently drive for my family owned race team. It has always been a passion of mine and am thankful for programs like NDCDE that allow me to do what I love every weekend!







Last year I did not like gym class at all. I dreaded going to it every day. This year I asked my counselor for some alternative options and she recommended online gym. I decided to enroll, and after the first week I knew I had made a very good decision. I got to do the type of workouts I wanted to do on a schedule that worked for me. I will be taking online gym next year as well, and I will be recommending it to friends and siblings.

46

My astronomy class was a strong preparation for my now college astronomy class. I learned valuable skills about navigating new platforms to learn online that have carried over into my college courses and other online course work. Thank you, NDCDE!





STUDENT TESTIMONIALS

46

I have taken many courses from NDCDE and have had a great experience with each one. I have had wonderful teachers for each one. I appreciate the quick responses and efficient feedback. It's great to be able to access courses I'm interested in and that will benefit my future that aren't offered to me at my school.





I have taken three courses through NDCDE. I needed these courses to get credits in order to be set to graduate high school. I had to take them through NDCDE because they either weren't offered through my school, or I couldn't get anymore classes to fit in my schedule so I had to take it as an eighth class in my free time. Taking eight classes can be a load, especially when in other school activities and groups, but NDCDE had the assignments timed out and I never fell behind. The teachers were helpful and made sure I was understanding the material. NDCDE has been extremely successful for me and such a positive experience.



I have always had great experiences with my teachers through NDCDE.
They are always so positive and helpful, which has helped me succeed a lot more than in my usual classes.

