



NDDPI Program Grants

Para-to-Teacher Programs

- **Para-to-Teacher:** This was the first program initiated in ND. NDDPI created the name and built it from scratch with Minot State (homegrown). It began before the pandemic using special education funding. At that time, only special education paraprofessionals were eligible. Ten teacher candidates participated in the program, and all 10 are now working as Special Education teachers in ND schools. SB 2032 supplemented this program.
- **Grow Your Own:** This program expanded the Para-to-Teacher program using Covid ESSER funding. NDDPI created the name and opened eligibility to all teachers' aides/school employee support staff. SB 2032 supplemented this program.
- **Teacher Apprenticeship:** A better term for this program is **Registered Teacher Apprenticeships**, which is the official federal apprenticeship program operated by NDDPI. It is approved, regulated, and monitored by the USDOL and funded by a \$4.1M USDOL grant. All paraprofessionals are eligible to participate. Five ND colleges/education providers are supporting 65 apprentices to become licensed teachers.

Grant Program Participation & Outcomes

GRANT

Adult Education Matching Funds

Be Legendary Board Training

Building Tomorrow's Leaders

Dyslexia Pilot Program

Family Engagement Grants

Free meals

LEA Admin Sharing

Leveraging the Senior Year

Para-2-Professional

REA Merger Grants

Reading Learning Platform (LETRS training)

School Lunch Matching Funds

Science of Reading

Statewide Reading Tool (Amira)

Teacher Retention - Vital Network

PARTICIPATION (TO DATE)

1,408 GED Testers (2023)

50 boards (30%) completed institute; 63% of those boards opted in one-year implementation

11 districts

205 educators (completed)

Funds not yet obligated

9,265 students

Two districts (one admin)

464 students participated in CREAM

6543 AP exams

417 participants (all programs)

Two REAs (combined to one)

124 districts/230 educators

195 public & nonpublic districts

2,331 educators

120 districts/55,000 students

11 districts

OUTCOME

87% pass rate

3 boards have completed one-year implementation with scores ranging from 69-76 (of 100 pt framework)

Students and educators participating in civics education and community leadership

Students with dyslexia will have increased educator support and knowledge

Families that qualified for reduced-price meals at the federal income level saved a total of \$531,575. Families that qualified for the expanded income category of 186-200% of the federal poverty level saved a total of \$863,621.

Each district received \$8,100 reimbursement

\$461,250 in savings for remediation courses

\$3,692,973 in college tuition savings

10 completed employed as SpEd teachers in ND; 407 in progress

New REA will receive a \$70,000 grant

At least one trained staff member in each participating district; students in K-3 will have increased educator support and knowledge

School districts saved \$1.38 million over the biennium, making available funds for school nutrition program expenses

Students in K-3 will have increased educator support and knowledge

Avg. growth of 30.5 weeks in a 26-week period (17% acceleration)

GRANTS: PROGRAM GRANTS

Adult Education Matching Funds

NDDPI promotes and supports programs at no cost that help individuals over the age of 16 obtain basic academic and educational skills to be productive workers, family members, and citizens. The overarching goals are to maximize services to meet adult needs in all eight North Dakota regions and five correctional sites, remove barriers prohibiting success, and prepare for post-secondary and workforce opportunities through partnerships with other agencies.

We serve adults who are at least 16 years of age, are not enrolled in high school, do not have a high school diploma, are mandated by state law, may lack mastery of basic education skills, and/or can't speak, read, or write the English language.

The entire \$5.5 million allocated for Adult Education Matching Funds is distributed to Adult Learning Service Centers throughout North Dakota. More than 85% of the funding is used for salaries and benefits for roughly 110 teachers/instructors across the state.

2023-2025 Participation:

23-25 Appropriation	Remaining	Participants 6-7-2024	Students Enrolled 6-7-2024	Total Estimated Participants
Total: \$7,468,638 Federal: ABE: \$1,800,096 IELCE: \$233,413 State: ABE: \$5,000,000 IET-Workforce: \$500,000 Displaced Homemaker: \$226,000	Sites have until June 30, 2024, to spend state funds.	8 Regions 8 Local programs 4 satellites 5 correctional sites (LEAs, Community Colleges, Career and Tech. Centers)	FY 23-24 All: 3,149 (*6-5-24) ESL: 1,221 *Outcomes collected after July 1, 2024	8 Regions 8 Local programs 4 satellites 5 correctional sites (LEAs, Community Colleges, Career and Tech. Centers)

Outcomes:

Our program outcomes are posted publicly on Insights of North Dakota (Insights.nd.gov). We have a total number of students in adult education who are enrolled in a fiscal year. A student is counted if they were served one or more hours. Adult Basic Education (ABE) and English as a Second Language (ESL) are the two program types. The Displaced Homemaker Program (DHP) students are a subset of either category. ABE + ESL= ALL. The age groups were defined by using similar federal reporting and GED testing data age groups by Fiscal Year.

GED tester data includes individuals who have taken at least one operational test, have been presented with the opportunity to answer each question, and who have chosen to answer each

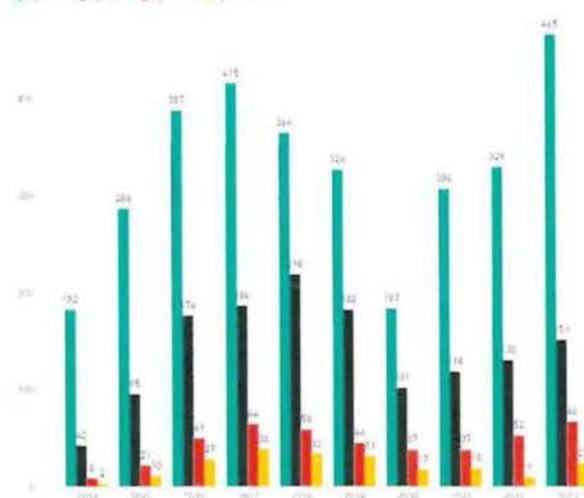
question. Not all Adult Education students take or have taken a GED test. Not all GED testers are Adult Education Students. Data is presented in the calendar year. The GED test consists of four separate subject area tests. A score of 145 is required as a passing school and must be achieved on each exam to earn a GED. A GED passer is a student who has passed all four GED official tests. Pass rate is calculated by dividing passers by completers.

GED Passers

GED Passer is a student who has passed all 4 GED Official tests. GED Pass Rate is calculated by dividing Passers by Completers. A Completer is an individual who has taken all 4 Official GED Tests, regardless of passing or non-passing score. All Passers are Completers, but not all Completers are Passers. The National Pass Rate is given as a comparison. This is a key metric used by GED Testing Service to evaluate testing effectiveness.

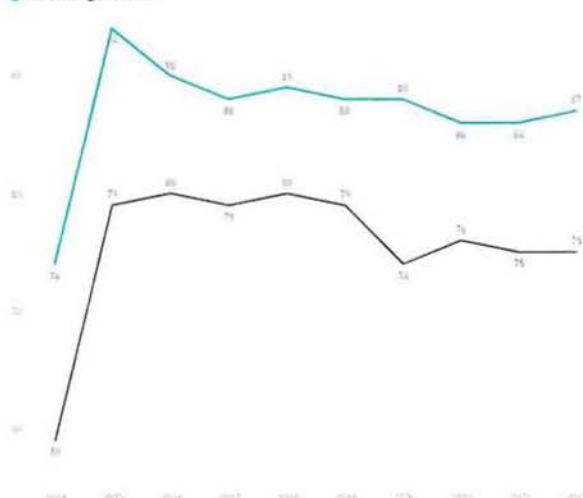
GED Passers by Age

Age 16-21, 22-30, 31-40, 41 and older



GED Pass Rate (North Dakota vs. United States)

North Dakota, United States



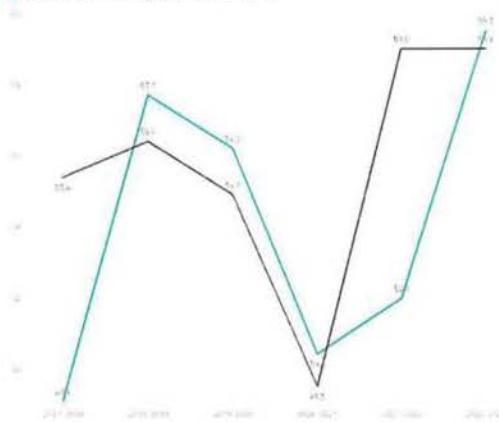
Adult Education Outcomes

These outcome measures give a glimpse into what Adult Education students are doing once they leave the program. Any participant who exits is included regardless of attaining educational goals or earning a GED.

- Employment Rate—Second Quarter and Fourth After Exit: The numerator for this measure is the percentage of participants exiting during a given program year who are in unsubsidized employment during the second quarter and fourth quarter after exit from the program as determined by survey responses or data matching with a denominator of all students exiting the program during the same given year.
- Median Earnings—Second Quarter After Exit: The median earnings of participants exiting during a given program year who are in unsubsidized employment during the second quarter after exit from the program as determined by survey responses or data matching for all students exiting the program during the same given year.

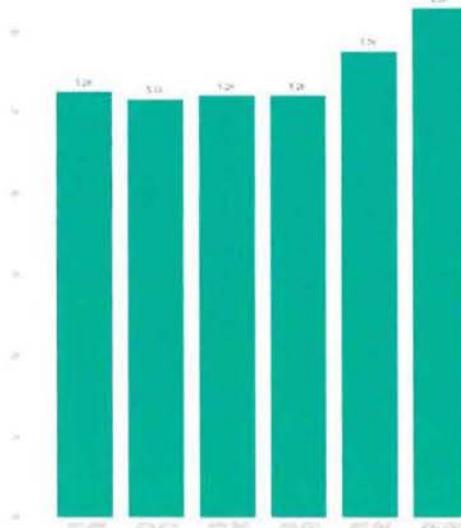
Adult Education Student Employment After Exit Trend

Employment 2nd Qtr, After 12m, Employment 2nd Qtr After 12m



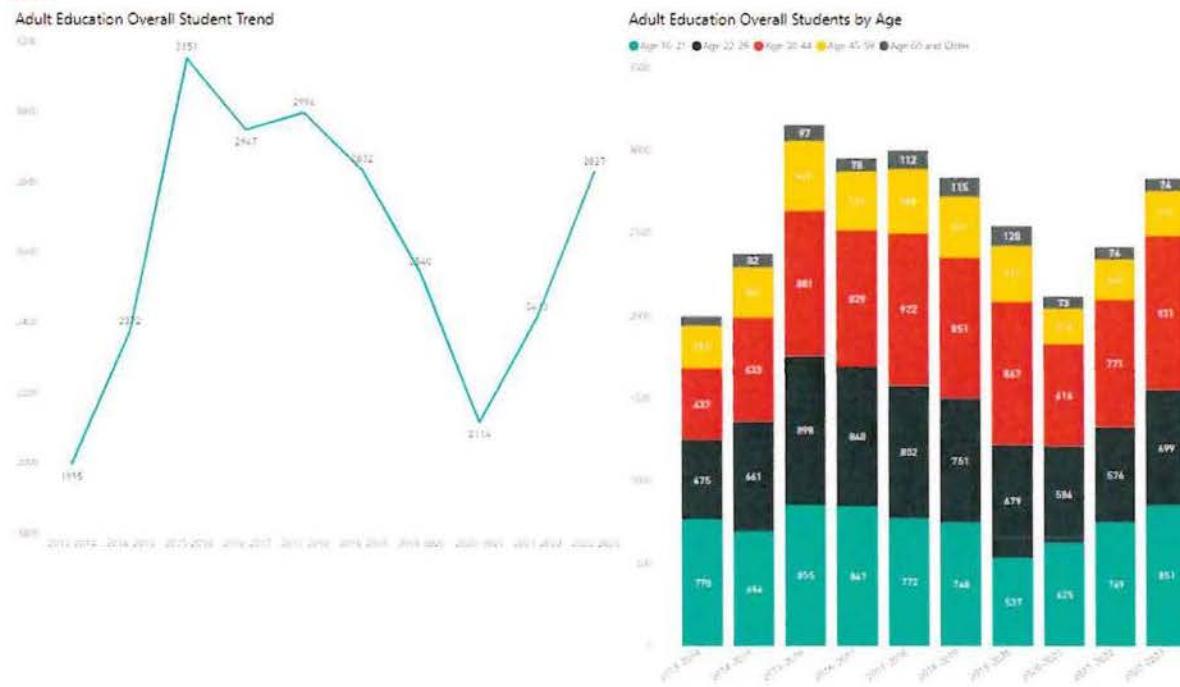
Adult Education Student Median Earnings 2nd Quarter After Exit

Median Earnings



Adult Education Students Overall

An individual is counted if they were served one or more hours in a state-sponsored Adult Learning Center or Correctional Education Center. Adult Basic Education (ABE) and English as a Second Language (ESL) are the two main program types. The Displaced Homemaker Program (DHP) students are a subset of either category. ABE + ESL = Overall Total.



Be Legendary School Board Leadership Institute

The focus of the Be Legendary School Board Leadership Institute and Framework is to align the behavior of board members individually and boards collectively with proven, research-based behaviors that improve student outcomes. The training is based on six critical pillars to transform school board performance:

1. Adopting Student Outcome Goals
2. Adopting Goal Progress Measures
3. Adopting Guardrails
4. Monitoring Student Outcomes
5. Structuring for Success
6. Active Teamwork and Advocacy

This past legislative session, the legislature funded the goal to train all 168 North Dakota school boards.

2023-2025 Participation:

- Be Legendary School Board Leadership **Institute**
 - 30% of school boards have participated in, or are in the process of participating in, the Be Legendary School Board Leadership Institute certification.
 - 280+ school board members and educational leaders have completed the two-day training and received certification.

- Be Legendary School Board Leadership **Implementation**
 - 63% of boards who participated in the two-day institute chose to continue with the implementation.
 - 30% of boards have completed one year of implementation, with scores ranging from 69-76 on the 100-point framework.
 - 15 boards have completed six months or more of implementation.
 - 5 boards have just started implementation.

Outcomes:

When a board reaches a score of 80, that is when history and research prove that student outcomes dramatically begin to change within a district. This usually occurs in year two of implementation.

Building Tomorrow's Leaders

Building Tomorrow's Leaders and Building Tomorrow's Leaders Junior are programs developed in partnership with the North Dakota State University Extension. Each program consists of eight learning modules for teachers to incorporate in lessons for their students. At the end of the modules, a community project is planned and executed with the participating students. Real Colors training is also offered through the NDSU Extension as a part of the program and allows students to learn how to work with peers whose working and learning styles differ from their own.

2023-2025 Participation:

23-25 Appropriation	Expenditures 3-31-2024	Remaining	Participants 3-31-224	Total Estimated Participants	Estimated Expenditures
\$100,000	\$5,937.71	\$94,062.29	11 Districts	11 Districts	\$15,000

Outcomes:

Students who complete the six to eight modules required of the grant will engage in activities and lessons dedicated to improving their understanding of being a community leader. The final project of the program is meant to put that learning to the test by requiring students to plan and execute a project that benefits their community.

Dyslexia Pilot Program

Through the procurement process, NDDPI has contracted with AIM Institute to make three online courses and a practicum available to North Dakota educators at no cost to increase knowledge and awareness of dyslexia and to support appropriate educators in achieving a North Dakota Specialist in Dyslexia Credential. The courses include a three-hour asynchronous introduction, two asynchronous courses with virtual communities of practice, and an intensive semester-long practicum. One course serves educational building leaders. North Dakota will have access to these courses through June 2025. Additionally, funds were awarded to districts

to allow an educator of their choice to obtain the North Dakota Specialist in Dyslexia Credential. Funds can be used for tuition and books for any approved coursework (identified in the law) required for the credential.

2023-2025 Participation:

23-25 Appropriation	Expenditures 3-31-2024	Remaining	Participants 5-30-2024	Total Estimated Participants	Estimated Expenditures
\$279,000	\$54,967 Next claim coming by June 30, 2024.	\$224,033	205 educators have completed; 230 have registered, but not completed. 10 district awards of \$3,000 each have been awarded, and will continue to be awarded as applications come in. 7 educators have requested applications for the practicum course starting fall of 2024.	500 Educators	\$279,000

Outcomes:

Students with dyslexia will have increased support. Through professional development:

- Educators learn about dyslexia indicators and the scientific factors causing and leading to how a dyslexic brain reads. This coursework increases teacher awareness about the importance of understanding the dyslexia risk sign and using structured literacy to support students with reading instruction.
- Educators with a role emphasizing reading intervention will learn how to implement structured literacy practices and interventions to most effectively support students with reading challenges such as dyslexia.
- Building leaders will learn what dyslexia is, what they should know, and how to best support struggling readers in their buildings.
- Some educators will complete coursework to obtain a North Dakota Specialist in Dyslexia Credential.

Family Engagement Grants

2023-2025 funds have not yet been obligated or expended.

Free Meals

This initiative aims to provide meals at no cost to students with a household income of up to 200% of poverty level.

Data for July 1, 2023 – June 30, 2024

(May and June data is incomplete and shown as “Outstanding Claims”)

Eligibility Category	Students (average)	\$ Breakfast	\$ Lunch	Outstanding Claims	Total
Expanded Free (186-200% poverty)	1,765	\$191,646	\$814,610	\$75,000	\$1,081,256
Reduced-Price	7,500	\$128,856	\$375,472	\$25,000	\$529,328
Total	9,265	\$320,502	\$1,190,082	\$100,000	\$1,610,584

Estimated expenditures for the remainder of the biennium: The State expense will increase on July 1, 2024, with the increase in federal reimbursement rates for USDA school meals. We project a rate increase of 7%. The number of students impacted is not anticipated to change significantly.

Total Projected Payments for July 1, 2024 – June 30, 2025: \$1,723,325

Total Projected Expenses for 2023-2025 Biennium: \$3,333,909

LEA Admin Sharing

This initiative seeks to incentivize administrator sharing between districts by providing grants to cover partial administrator salary costs.

Participation/Outcomes:

- Kidder County and Linton Public Schools participated in the program during the 2023-2024 academic year (the cooperative agreement will dissolve upon commencement of the 2024-2025 academic year). Each district received \$8,100 for their participation.
- Central Regional Special Education Unit, Burleigh County Special Educational Unit, and the For Yates Educational Unit will participate in the program beginning with the 2024-2025 academic year. Each unit will receive a grant equivalent to 15% of the director's salary.
- Ft. Ransom and Lisbon Public School districts will begin sharing a superintendent upon commencement of the 2024-2025 academic year. Each district will receive a grant equivalent to 10% of the superintendent's salary.
- Regional Education Associations (REAs) were not specifically addressed in the cost-sharing law but may be eligible to participate. Rural Cass and South Valley are considering the possibility, which would significantly reduce the expense of the director

for both entities. Each REA would be responsible for 30% of the director's salary and could potentially be reimbursed for up to 10%.

Leveraging the Senior Year

Leveraging the Senior Year is a two-pronged approach to ensure all students grow academically during their senior year of high school. The approaches also potentially save students time and costs during their college years.

CREAM (College Ready English and Math)

CREAM is the first prong of Leveraging the Senior Year, which addresses the need for students to take college remediation courses. The College Ready English and Math and College Lab English and Math courses ensure that students who are not on track to take credit-bearing courses in their first year of college can get the remedial instruction needed during their senior year. Students identified by schools who did not meet the benchmark ACT scores in English and/or math or who have shown through local assessments that they struggle in those areas are selected for the Pearson My Foundations Lab and Pearson My Math Test program. North Dakota University System policy 402.1.2 Student Placement into College Courses states that college remediation courses are not necessary upon successful program completion, with a post-test score of 70%. Students enrolled in these courses can also earn high school math and English credits toward high school graduation.

2021-2023 Biennium	Years	Number of Students
• 420 students	2021-2022	222 students from 24 schools
	2022-2023	198 students from 24 schools

2023-2025 Biennium (estimated)	Years	Number of Students
• 464 students	2023-2024	224 students from 22 schools
	2024-2025	240 students (estimated)

*Estimate is generated from the average of the past years on the chart.

- Budgeting Factors to consider:

Contracted Costs for one year:

- Administrative costs for the program (contracted currently at \$22,500 – coordinator salary/benefits, administrative assistant salary/benefits, indirect costs)
- Teacher facilitation compensation to the districts (contracted at \$11,500 - \$575 for 20 teachers)
- Software costs – licensing fees (currently at \$56,235 – estimated at 750 students)
 - NOTE: Software for 2024-2025 is currently in an RFP, so costs could be impacted depending upon the prices of the new software.
 - Current Rate: \$64.99/ year for ELA, \$19.98 for Math

Year	Math	ELA
2020-2021	\$4,735.26 (237)	\$8,968.62 (138)
2021-2022	\$3,096.90 (155)	\$11,373.25 (175)
2022-2023	\$2857.14 (143)	\$9,293.57 (143)
2023-2024	\$3276.72 (164)	\$11,503.23 (177)
2024-2025 (Estimate)	\$3696.30 (185)	\$12,023.15 (185)

- The number in parentheses is the number of students or estimated students.
- Contingencies (contracted at \$14,765)

Outcomes:

The CREAM program saved North Dakota students \$461,250.00 in remediation course costs during the 2021-2023 biennium (2021-2022, 2022-2023). Since the pilot in 2016-2017, the CREAM program has saved North Dakota students \$1,027,090.14 in remediation course costs.

Advanced Placement (AP) Exam Fee Reimbursement

Advanced Placement (AP) Exam fee reimbursement is the second prong of leveraging the senior year that addresses increasing the opportunities for students who have taken all available courses at their high school to have greater options for advanced coursework. Funding that benefits students is provided to decrease the cost of students' AP exam fees. Economically disadvantaged students may have the entire fee covered for up to four qualifying exams over the student's high school career. All other students may have the entire exam fee for one qualifying exam covered and 50% of the exam fee for the following three exams over the student's high school career covered

2023-2025 Participation:

2021-2023 Biennium	Years	Number of Exams	NDPDI Costs
• 6,360 exams	2021-2022	3,204	\$200,746.00
	2022-2023	3,156	\$230,181.00

2023-2025 Biennium (estimated)	Years	Number of Exams	NDPDI Costs
• 6,543 exams	2023-2024	3,233	\$298,112.00 (projected)
	2024-2025	3,310	\$306,305 (estimated)

*Estimate for 2024-2025 based on the average increase in number of students between years. Fees were estimated with a \$1 increase in rate (Pattern of past years.)

Outcomes:

During the 2021-2023 biennium, North Dakota students saved \$3,231,723.00 in course tuition costs with reimbursed Advanced Placement Exams. This program has saved North Dakota students \$9,394,343.43 since it started in 2015-2016.

Leveraging the Senior Year has resulted in a total savings of \$10,421,433.57 since the programs began in 2015-2016. In the 2021-2023 biennium, these programs have resulted in a savings of \$3,692,973.00 to North Dakota students and families.

Advanced Placement (AP) Summer Institute Training

Another component of the Advanced Placement portion of Leveraging the Senior is supporting teachers' attendance at professional learning provided in Advanced Placement Summer Institutes (APSI); this training provides strategies and materials for teaching AP courses and helps to increase the options for college-level coursework available to students.

2023-2025 Participation:

2021-2023 Biennium	Years	Number of Teachers	NDPDI Costs
• 39 teachers	2021-2022	17	\$23,474.89
	2022-2023	22	\$32,694.85

2023-2025 Biennium (estimated)	Years	Number of Teachers	NDPDI Costs
• 45 teachers	2023-2024	20	\$45,000* (projected)
	2024-2025	25	\$61,875 (estimated)

*Claims have not been submitted. The maximum reimbursement is \$2,500, so that figure was used for calculation.

Estimation 2024-2025: The number of teachers was estimated based on the average from the past years on the chart. The amount used reflects the maximum amount that could be reimbursed per individual. There is also an increased cost between each biennium as many 2021-2023 training occurred virtually, whereas 2023-2025 training occurred in person.

Outcomes:

This training has increased the number of schools offering AP courses from 28 in 2015-2016 to 38 in 2023-2024. The strategies learned by the teachers have also resulted in an increase of students scoring a 3 or above from 947 in 2015-2016 to 2,187 in 2022-2023. (Please note the 2023-2024 results are not available at this point.).

Student Savings from Leveraging the Senior Year: Fiscal Impact Calculations

CREAM

Biennium	Year	Completed	Estimated Savings
2021-2023	2020-2021	165	\$178,176.00
	2021-2022	194	\$228,960.00
2023-2025	2022-2023	217	\$232,290.00
	2023-2024	189	\$205,056.00
	2024-2025 (Projected)	200	\$213,600.00

Biennium Savings:

2021-2023: \$639,426.00 (2020-2021, 2021-2022, 2022-2023)

2023-2025: \$418,656.00 (2023-2024, 2024-2025) (Projected)

CREAM Lifetime Savings

Year	Math	ELA	Total
2016- 2017 (Pilot)	\$20,058.00	\$3677.30	\$23,735.30
2017-2018	\$37,695.00	\$12,565.00	\$50,260.00
2018-2019	\$108,054.00	\$27,324.00	\$135,378.00
2019-2020	\$131,944.68	\$46,346.16	\$178,290.84
2020-2021	\$133,632.00	\$44,544.00	\$178,176.00
2021-2022	\$171,720.00	\$57,240.00	\$228,960.00
2022-2023	\$182,628.00	\$49,662.00	\$232,290.00
2023-2024 (Projected)	\$153,792.00	\$51,264.00	\$205,056.00
2024-2025 (Projected)	\$160,200.00	\$53,400.00	\$213,600.00

Total CREAM Savings:

Actual: \$1,027,090.14

Projected: \$1,445,746.14

CREAM Completion Numbers

Biennium	Year	Math	ELA	Total
2021-2023	2020-2021	87	78	165
	2021-2022	90	104	194
2023-2025	2022-2023	114	103	217
	2023-2024	96	93	189
2024-2025 (Projected)		100	100	200

Cost of Remediation Courses – Credits for Courses (do not count toward degree)

Course
Algebra I Prep (3 courses for 6 credits)
English Prep 087 (1 course for 3 credits)
English Prep 088 (1 course for 1 credit)

- *Was not able to find all the rates per credit hour. Looked on the internet to see the average rate of increase over the past 10 years in the US (6.88% per year) and used that to estimate the rates. Noted the average ND rates found on internet.

Year	Average Tuition Rate per Credit	3 Credits	6 Credits
2021-2022	\$256.00	\$768.00	\$1,536.00
2022-2023	\$267.00	\$801.00	\$1,602.00
2023-2024	\$267.00 (estimated – data was unavailable)	\$801.00	\$1,602.00
2024-2025	\$267.00 (estimated – data was unavailable)	\$801.00	\$1,602.00

- Calculated ELA as an average of cost of the two options.

Cost Savings Per Subject

Year	Math	ELA	Total
2020-2021	\$133,632.00	\$44,544.00	\$178,176.00
2021-2022	\$171,720.00	\$57,240.00	\$228,960.00
2022-2023	\$182,628.00	\$49,662.00	\$232,290.00
2023-2024	\$153,792.00	\$51,264.00	\$205,056.00
2024-2025	\$160,200.00	\$53,400.00	\$213,600.00

Year	Math Complete	ELA Complete	Credit Rates
2016-2017	20	11	\$167.15
2017-2018	35	35	\$179.50
2018-2019	87	66	\$207.00
2019-2020	93	98	\$236.46

Advanced Placement

Biennium	Year	Scored 3+	Estimated Savings
2021-2023	2020-2021	1,662	\$1,178,989.00
	2021-2022	1,927	\$1,479,936.00
2023-2025	2022-2023	2,187	\$1,751,787.00
	2023-2024 (Projected)	2,263 (70% based on increase per year)	\$1,812,663.00
	2024-2025 (Projected)	2317 (70% based on increase per year)	\$1,855,917.00

*Used same rates that were used for calculating the CREAM savings.

Biennium Savings:

2021-2023: \$4,745,323.00 (2020-2021, 2021-2022, 2022-2023)

2023-2025: \$3,668,580.00 (2023-2024, 2024-2025) (Projected)

AP Exam Reimbursement Lifetime Savings

Year	Total
2015-2016	\$490,764.45
2016- 2017	\$730,111.20
2017-2018	\$919,219.50
2018-2019	\$1,025,868.72
2019-2020	\$1,817,667.00
2020-2021	\$1,178,989.56
2021-2022	\$1,479,936.00
2022-2023	\$1,751,787.00
2023-2024 (Projected)	\$1,812,663.00
2024-2025 (Projected)	\$1,855,917.00

Total Advanced Placement Exam Reimbursement Savings:

Actual: \$9,394.343.43

Projected: \$13,062,923.43

Total Savings of Leveraging the Senior Year

Actual: \$10,421,433.57

Projected: \$14,508,669.57

Para-to-Teacher Pathway Program

NDDPI currently administers multiple paraprofessional-to-teacher programs using both state and federal funding. Below is a summary of each program.

Special Education- IDEA B Para-to-Teacher Pilot

Due to the dire shortage of Special Education teachers in the state, in 2020, NDDPI used a portion of IDEA B federal funding to create a Para-to-Teacher pilot program for Special Education paras.

- Minot State University \$424,670

These funds were used to partially fund personnel at Minot State University, pay student tuition, and provide student mentoring support.

Participation/Outcomes:

Ten teacher candidates participated in the program, and all 10 are now working as Special Education teachers in North Dakota schools.

ESSER Funded Para-to-Teacher Programs

Throughout the national pandemic, state education agencies received ESSER I, II, and III funding. Due to the success of the Special Education funded Para-to-Teacher program, the department decided in the winter of 2022 to use some ESSER II and III funding for additional Para-to-Teacher programming. After putting out RFPs, we ended up funding three Para-to-Teacher programs with the federal ESSER money.

- Minot State University \$750,000
- Valley City State University \$600,000
- University of Mary \$575,000

These funds were used to pay tuition costs for paras to become licensed teachers.

Participation/Outcomes:

- Minot State University had 48 teacher candidates that went through the program.
- Valley City State University had 48 teacher candidates who went through the program.
- The University of Mary had 32 teacher candidates that went through the program.

SB 2032 Para-to-Teacher Program

Due to the success of the ESSER-funded Para-to-Teacher programs, the 2023 ND Legislature appropriated \$3 million to NDDPI to fund a state Para-to-Teacher program. All \$3 million was

allocated by December 2023. The funding was strictly used to pay the tuition for paras working in North Dakota schools to become licensed teachers.

Participation/Outcomes:

The program funded 230 paraprofessionals from across 60 districts.

Registered Apprenticeship Program for Teachers (RAP-T)

The USDOL approved ND's Registered Apprenticeship Program for Teachers (RAP-T) in December 2022. In July 2023, the NDDPI secured two grants totaling 4.1 million in federal SAEF funding to support the RAP-T. In January 2023, the first four recipients of round one funding totaling \$855,000 for a RAP-T were announced.

- Valley City State University \$100,000
- Mayville State University \$100,000
- University of Mary \$555,000
- Certification Central \$100,000

The competitive grant funding pays for tuition for paras working in ND schools to become licensed teachers as well as a contract with the National Center for Grow Your Own to provide support. The base grant funding supports a temporary employee, a data collection program called Geo Solutions, and administrative costs.

Participation/Outcomes:

- Valley City State University has 12 participants enrolled
- Mayville State University has 5 participants enrolled
- University of Mary has 27 participants enrolled
- Certification Central has 5 participants enrolled

REA Merger Grants

This initiative seeks to incentivize operational efficiency by providing a one-time grant to Regional Education Associations (REAs) who choose to merge. The Dickinson-based Roughrider Education Services Program and the Williston-based Great Northwest Education Cooperative will merge to form the Western Education Regional Cooperative. The new REA will be operational at the beginning of the 2024-2025 school year and will receive a \$70,000 grant.

LETRS (Reading Learning Platform)

The LETRS grant opportunity was offered to all North Dakota public elementary schools serving grades K-3. All districts were asked to accept or deny these funds through a brief application process on WebGrants.

The grant spans two years, and each participating elementary building is expected to use the funds to ensure that one K-3 educator is fully trained in LETRS volumes 1 and 2. Districts must use a form built within the reimbursement section of their grant to report on teacher training.

2023-2025 Participation:

23-25 Appropriation	Expenditures 3-31-2024	Remaining	Participants 3-31-224	Total Estimated Participants	Estimated Expenditures
\$558,000	\$43,741	\$514,259	124 Districts 230 Educators	124 Districts 230 Educators	\$558,000

Outcomes:

The projected outcomes are that the 124 participating districts will use the funding to ensure they each have at least one fully trained educator on staff in their elementary buildings. Depending on where the districts were with their literacy work, some may be able to use these funds to have two educators attend LETRS volume 2 and have an extra educator who is fully trained. Funds are to be used for any expenditures accrued during the training process, so close to all the funds are expected to be claimed.

School Lunch Matching Funds

Section 7 of the National School Lunch Act (79-381), as amended by PL 91-248, states, in part, that state revenues must make up a specified percentage of the total matching of Section 4 (reimbursement for paid meals) funds from sources within the state and that such state revenues shall be disbursed to schools, to the extent the state deems practicable, in such manner that each school receives the same proportionate share of such revenues as it receives of the funds apportioned to the state for the same year through USDA School Meals Programs.

North Dakota's State Match requirement for the 2024-2025 academic year is \$642,364. The full annual appropriation (\$690,000) is disbursed to North Dakota schools participating in the National School Lunch Program.

The state can determine the extent to which it is practicable for the state to disburse state revenue matching funds in such a manner that each school food authority receives the same proportionate share of such revenues as it receives of specified federal assistance funds.

Failure to match. If a state fails to meet the state revenue matching requirement in any school year, the general cash assistance funds utilized by the State during that school year shall be subject to recall by and repayment to USDA Food Nutrition Service.

Science of Reading

The Science of Reading refers to the 2021 legislation found in NDCC 15.1-21-12.1. This legislation defines the Science of Reading to include a curriculum that is research-based, includes phonemic awareness, phonics, fluency, vocabulary, and comprehension, and uses systematic direct instruction to ensure all students obtain necessary early reading skills. To accomplish this, schools and districts must participate in training for all K-3 teachers and principals (professional development), use scientifically-based instructional materials and approaches (curriculum), and use processes, including assessments and resources, to

diagnose, monitor, and inform reading instruction meeting each child's unique needs (assessment).

2023-2025 Participation:

23-25 Appropriation	Expenditures 3-31-2024	Remaining	Participants 3-31-2024	Total Estimated Participants	Estimated Expenditures
\$1,000,000	\$11,988	\$988,012	1,031 Educators	2,331 Educators	\$1,000,000

Outcomes:

Educational systems will adjust and align their literacy systems to the Science of Reading. This includes classrooms, schools, districts, regional educational associations, special education units, and the state agency.

All North Dakota students will receive quality instruction to ensure they obtain the necessary early reading skills.

Educators become informed on the science of reading elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and are trained to use systematic direct instruction to ensure all students obtain necessary early reading skills. Multiple opportunities for educator training have been provided since the 2021 legislation passed, and continued training is provided.

Schools and districts adopt research-based curricula and interventions and create healthy assessment systems to diagnose, monitor, and inform reading instruction, meeting each child's unique needs (assessment).

Ultimately, the State's investment in the Science of Reading will increase the literacy scores and reading rates of North Dakota students.

Amira (Statewide Reading Tool)

The North Dakota Legislative Assembly provided funding for a two-year implementation of Amira Learning for North Dakota schools and districts for those who choose to utilize the resource. Amira has individual contracts with each district for specific license details. NDDPI will not own any licenses and will only pay for the qualified usage outside of grades 1-4. Amira will contract and charge the districts directly for the students in grades 1-4. If a district opts to add eligible students in elementary (kindergarten, grades 5/6) and/or special education and EL students up to 12th grade, NDDPI will pay Amira directly for those additional licenses, at a rate of \$20/user.

Amira has agreed not to charge for licenses beyond 40,000 users per year in the state.

2023-2025 Participation:

23-25 Appropriation	Expenditures 3-31-2024	Remaining	Participants 3-31-224	Total Estimated Participants	Estimated Expenditures
\$1,600,000	\$776,440	\$823,560	107 Districts 45,540 Students	120 Districts 55,000 Students	\$1,600,000

Outcomes:

North Dakota students using Amira at or above the target usage have demonstrated an average growth of 18.1 weeks in the 11.6 weeks between assessments. Students reading with Amira but not yet at target usage demonstrated an average growth of 14 weeks in the same timeframe.

District participation and student usage are monitored regularly. Districts receiving the grant but not using the tool receive state-level correspondence, and the contractor provides technical assistance. To qualify for a continuation award covering the 2024-2025 school year, districts must meet the required student usage within Amira Learning.

Vital Network (Teacher Retention)

Vital Network is an employee management platform intended to attract, grow, and retain teachers. Their work focuses on gathering educator feedback to support districts in their journey to improve daily practices and enhance employee engagement. The outcome is intended to reduce educator burnout and increase retention.

Through this platform, district and building-level leaders receive personalized experiences and goal-setting recommendations across three focus areas:

- Voice and Decision Making
- Time Management
- Care and Support

2023-2025 Participation:

The North Dakota Legislature awarded \$2.3 million to implement this work. Currently, 11 school districts are participating in this program:

- Mandan Public Schools: \$97,000
- Williston Basin Public Schools: \$129,600
- Jamestown Public Schools: \$75,600
- Wahpeton Public Schools: \$43,000
- Grand Forks Public School: \$194,400
- Minot Public Schools: \$237,600
- Fargo Public Schools: \$259,200
- Northern Cass Public Schools: \$21,600
- Central Cass Public Schools: \$24,300

- Maple Valley Public Schools: \$8,100
- Devils Lake Public Schools: \$64,800

Total Amount Awarded: \$1,155,600*

**Each district is billed based on the number of schools in the district, which is the reason for the discrepancy in awarded amounts.*

Outcomes:

This program is in progress. Upon the completion of the participation period, we should receive data for two key areas: 1) overall two-year retention rates for participating schools, and 2) teacher satisfaction. We will soon receive baseline data for the first year, and longitudinal data will be available at the end of the 2024-2025 academic year. We will compare the teacher retention/satisfaction outcome data to student outcome data during the same period.